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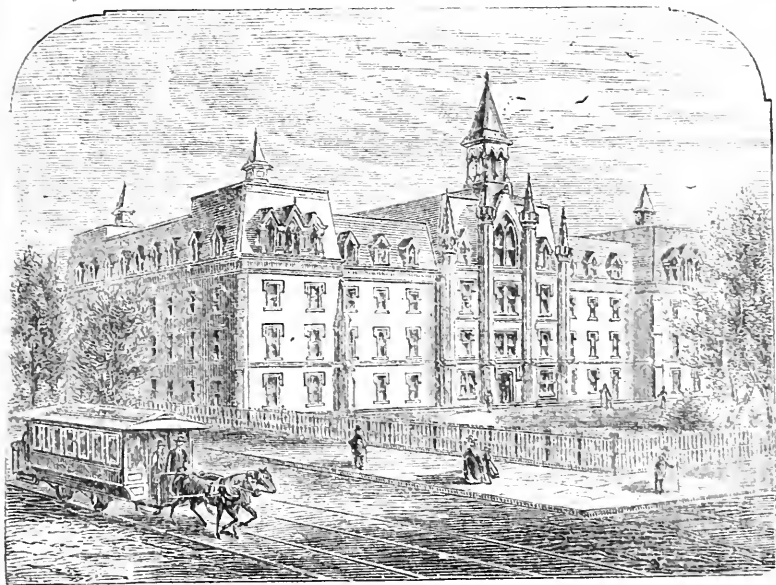




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FORTY-FIRST  
ANNUAL REPORT OF THE MANAGERS  
OF THE  
NEW YORK  
INSTITUTION FOR THE BLIND

For the Year Ending September 30, 1876.



LUX ORITUR.

"And I will bring the blind by a way that they knew not; I will lead them in paths that they have not known. I will make darkness light before them"—ISAIAH xlii. 16.

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NEW YORK:  
BRADSTREET PRESS, 279 BROADWAY.  
1877.

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FORM OF A BEQUEST

TO THE

NEW YORK INSTITUTION FOR THE BLIND.

---

I bequeath to my executors the sum of                      dollars,  
in trust, to pay over the same to the person who, when the  
same shall be payable, shall act as Treasurer to the New York  
Institution for the Blind, to be applied to the charitable uses  
and purposes of the said Institution, and under its direction.

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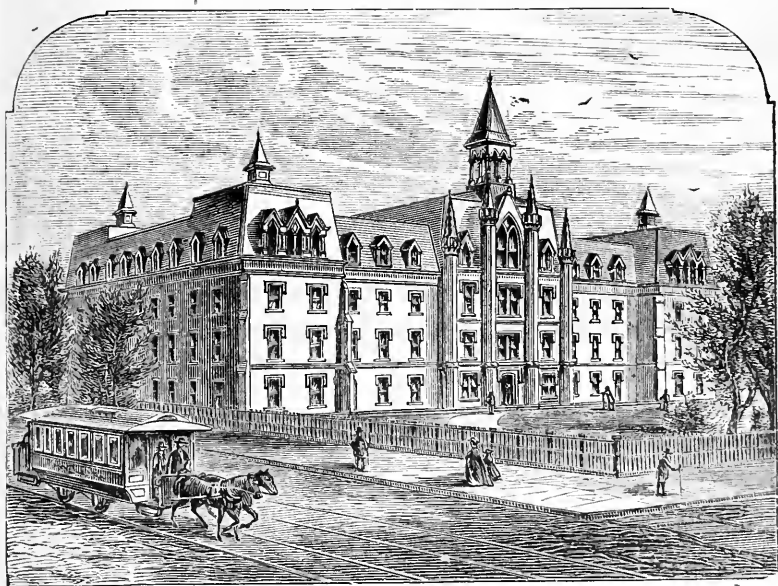
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1877.



# Board of Managers.

1877.

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AUGUSTUS SCHELL.

ROBERT S. HONE.

D. LYDIG SUYDAM.

NATHANIEL P. HOSACK.

THEODORUS BAILEY MYERS.

JOHN TREAT IRVING.

JAMES M. McLEAN.

ALEXANDER VAN RENSSELAER.

SMITH CLIFT.

WILLIAM WHITEWRIGHT.

WILLIAM C. SCHERMERHORN.

CHARLES De RHAM.

FRANCIS A. STOUT.

WILLIAM B. HOFFMAN.

F. A. SCHERMERHORN.

PETER MARIÉ.

FREDERICK W. RHINELANDER.

FREDERICK SHELDON.

CHANDLER ROBBINS.

CHARLES E. STRONG.



AUGUSTUS SCHELL.....*President.*  
ROBERT S. HONE.....*Vice-President.*  
T. BAILEY MYERS.....*Recording Secretary.*  
WM. C. SCHERMERHORN.....*Corresponding Secretary.*  
WM. WHITEWRIGHT.....*Treasurer*

*Committee on Finance.*

JAMES M. McLEAN,  
WILLIAM C. SCHERMERHORN,  
JOHN T. IRVING.

*Committee on Supplies, Repairs and Improvements.*

NATHANIEL P. HOSACK,	SMITH CLIFT,
CHARLES DE RHAM,	ALEXANDER VAN RENSSELAER,
FREDERICK SHELDON.	

*Committee on Instruction and Music.*

WILLIAM B. HOFFMAN, CHANDLER ROBBINS,  
FRANCIS A. STOUT, CHARLES E. STRONG.

*Committee on Manufactures.*

D. LYDIG SUYDAM,	PETER MARIÉ,
F. A. SCHERMERHORN,	FREDERICK W. RHINELANDER.

The President shall be *ex-officio* member of all standing committees.

The Vice-President and Treasurer shall be *ex-officio* members of the Committee on Finance.—(*By Laws.*)

## Officers of the Institution.

---

WILLIAM B. WAIT.....*Superintendent.*  
 JAMES W. G. CLEMENTS, M.D.....*Attending Physician.*  
 EDWARD L. BEADLE, M.D.....*Consulting Physician.*

---

### *Consulting Surgeons.*

JOHN H. HINTON, M.D.                  ABRAHAM DUBOIS, M.D.

---

### *Teachers in the Academical Department.*

STEPHEN BABCOCK,	MISS C. BOOMHOUR,
FRANK F. NOYES,	MISS ELLA P. WOODWARD,
MISS L. CARPENTER,	MISS FANNIE B. SHERMAN,
MISS ARTHINE A. BUSH,	MISS L. A. ROGERS.

---

### *Teachers in the Musical Department.*

THEODORE THOMAS, *Director.*

FREDERICK HENSSLER.....*Vocalization and Class Singing.*  
 ALBERT R. PARSONS.....*Piano.*  
 FREDERICK FIELDING.....*Piano Tuning.*  
 MISS H. A. BABCOCK.....*Piano.*  
 MISS CATHERINE CONNELL.....*Piano.*  
 MISS E. T. PARSONS.....*Piano and Organ.*

---

### *Teachers in the Industrial Department.*

WARREN WATERBURY.....*Teacher of Mattress Making.*  
 DANIEL MCCLINTOCK.....*Teacher of Chair Caning.*  
 MISS ANNA SHERIDAN.....*Upholstress.*

*Fancy-Work Department.*

(Under the direction of Assistant Matron.)

*Teachers.*

MISS M. E. REDWOOD,

MISS ANN COX,

MISS HANNAH RODNEY.

*House Department.*JOHN ALLYN, *Steward.\***Matron,*

MRS. MARY A. HAYES.

*Assistant Matron,*

MISS L. A. HASKELL.

*Juvenile Department.*

MISS ANNIE HAMLIN,

MISS ELIZA MAHONY.

*Reception Room and Fancy Work.*

MISS L. A. ROGERS,

MISS ALICE HATCHMAN,

MISS HANNAH RODNEY.

*Hospital Nurse.*

MISS E. M. CLEALAN and an Assistant.

\*Mr Allyn is also Agent of the Manufacturing Department.

# R E P O R T .

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*To the Honorable the Legislature of the State of New York :*

The Managers of the New York Institution for the Blind, in compliance with the provisions of the Act of the Legislature of the State of New York, submit their report for the year ending September 30th, 1876.

The Managers are pleased to be able to state that there has been no death, and but a single serious case of illness among the pupils during the past year.

The remarkable exemption from sickness which the Institution has enjoyed is, doubtless, owing to the improvements which have been made in the buildings, which are thoroughly heated and well ventilated; to the great attention paid to the diet; and to the sanitary arrangements of the Institution.

The finances of the Institution have been carefully and judiciously managed. The receipts, together with the moneys received from the State, have been sufficient to meet the current expenses. The mortgage debt during the year has been reduced by the payment of sixteen thousand dollars, leaving at the close of the fiscal year a balance, unpaid, of nineteen thousand dollars, which amount has since been paid, and the mortgage on the property of the Institution cancelled of record.

The report of the Treasurer gives a full and particular statement of all the moneys received, also the particulars of the expenditures thereof.

The Managers make the following statement, as required by the provisions of the Act of the Legislature, passed in 1873. (Chapter 643, Laws of 1873.)

RECEIPTS AND EXPENDITURES FOR THE YEAR ENDING  
SEPTEMBER 30TH, 1876.

*Receipts.*

Received from the State Appropriation made for the	
Benefit of the Institution-----	\$45,000 00
From Tuition-----	\$300 00
From other sources-----	148,281 67
	<hr/>
	\$148,581 67
	<hr/>
Total receipts-----	\$193,581 67

*Expenditures.*

Ordinary Expenditures :

For Salaries of Officers, Wages, and Labor-----	\$18,517 41
Provisions and Supplies-----	16,809 92
Clothing-----	8,513 68
Fuel-----	3,523 15
Gas-----	1,236 91
Furniture and Fixtures-----	3,777 09
Traveling Expenses-----	581 53
Ordinary Repairs-----	2,618 07
All other Ordinary Expenses-----	4,260 01

Total -----

---

\$59,837 77

Extraordinary Expenditures----- 121,982 14

Total Expenditures-----

---

\$181,819 91

The following is a list of the legacies and donations which have been received by the Institution from time to time up to September 30th, 1876, with the names of the donors:

## LEGACIES.

Miles R. Burke.....	\$2,000 00
Jane Van Cortlandt.....	300 00
Isaac Bullard.....	101 66
Elizabeth Bayley.....	100 00
John Jacob Astor.....	5,000 00
William Bean.....	500 00
Peter Gerard Stuyvesant.....	3,000 00
John Horskburgh.....	5,000 00
Elizabeth Demilt.....	5,000 00
Sarah Demilt.....	2,100 00
C. D. Betts.....	40 00
Sarah Penny.....	500 00
Sarah Bunce.....	500 00
Elizabeth Idley.....	196 00
Samuel S. Howland.....	1,000 00
William Howe.....	2 985 14
Margaret Fritz.....	100 00
James McBride.....	500 00
Charles E. Cornell.....	521 96
Charles E. Demming.....	50 00
Mrs. DeWitt Clinton.....	200 00
W. Brown.....	465 00
Elizabeth Gelston.....	1,000 00
Robert J. Murray.....	500 00
Seth Grosvenor.....	10,000 00
Elijah Withington.....	100 00
Benjamin F. Butler.....	800 00
Frissell Fund.....	2,000 00
Simeon V. Sickles.....	6,561 87
Anson G. Phelps.....	5,675 68
Thomas Reilly.....	2,254 84
Elizabeth Van Tuyl.....	100 00
Thomas Egleston.....	2,000 00
Sarah A. Riley.....	100 00
William E. Saunders.....	725 84
Thomas Eddy.....	1,027 50
Robert C. Goodhue.....	1,000 00

Jonathan C. Bartlette.....	190 00
Stephen V. Albro.....	428 57
John Penfold.....	470 00
Madam Jumel.....	5,000 00
Mrs. Steers.....	34 66
Thomas Garner.....	1,410 00
Chauncey and Henry Rose.....	5,000 00
Elizabeth Magee.....	534 00
John J. Phelps.....	2,350 00
Rebecca Elting.....	100 00
Regina Horstien.....	250 00
G. Martens.....	500 00
John Alstyne.....	10,320 44
Elizabeth and Sarah Wooley.....	5,984 83
Benjamin Nathan.....	1,000 00
Thomas M. Taylor.....	6,151 94
Simeon Abrahams.....	2,804 00
James Peter Van Horne.....	20,000 00
Caleb Swan.....	500 00
Mrs. Adeline E. Schermerhorn.....	10,000 00
Henry H. Munsell.....	3,396 32
Thomas C. Chardevoyne.....	5 000 00
William Dennistoun.....	11,892 77
William B. Astor.....	5,000 00

By the report of the Institution for the year ending September 30th, 1875, it appeared that sixty-five thousand dollars of the legacy fund was invested in the Bonds of the Institution, and thirty-one thousand dollars in the Bonds of the City and County of New York, then leaving four thousand nine hundred and eighty-nine and  $\frac{5}{100}$  dollars uninvested.

The Institution has directed a full report of all the legacies received by it since its incorporation to be herein set forth.

This fund has been from time to time used in the purchase of real estate and the erection of buildings for the use of the Institution; and as the same has been appropriated, bonds of this Institution were given for a portion of said sums, and the remainder has been charged in account of said property and improvements.



By reason of the cancelling of the mortgage on the property and the retirement of the bonds, it has become necessary to change the investment of the legacy funds.

The Institution has accordingly invested all moneys received by it for legacies in legacy account. At the end of the fiscal year of such moneys sixty-nine thousand dollars was invested in New York City Stocks; and since that time the further sum of ten thousand dollars has been invested in the same stocks, making the whole amount now invested therein seventy-nine thousand dollars. A portion of said legacy fund has been charged as an investment in real estate and improvements; and there is now a balance in hand of said funds which will be invested at the earliest practicable moment.

During the past year the Institution has received from the estate of Benjamin F. Wheelwright a legacy of \$1,000, and from that of Mr. Mott, \$500, thus increasing its means and enabling it further to promote the comfort of the afflicted class under its charge.

The Managers respectfully ask that the annual appropriation for each State pupil made for the past year be continued for the coming year to this Institution.

The Managers avail themselves of this occasion, to express their thanks for the encouragement and support which this Institution has hitherto received from your Honorable Body.

The Managers have great satisfaction in acknowledging that the success of the Institution is, in a great measure, owing to the care, attention and ability of the Superintendent and the Teachers who have the pupils under their immediate charge, and by whose efforts the Institution has become pre-eminent among the benevolent educational institutions, and been made a blessing to the Blind through the advantages of

an education, by which their comfort, happiness and general welfare have been greatly promoted.

All which is respectfully submitted.

*The New York Institution for the Blind,*

AUGUSTUS SCHELL, *President.*

T. BAILEY MYERS, *Secretary.*

---

*City and County of New York, ss. :*

AUGUSTUS SCHELL, of said city, being duly sworn, saith,  
That he is President of the New York Institution for the  
Blind ; and that the above Report, signed by him, is true, to  
the best of his knowledge and belief.

AUGUSTUS SCHELL.

Sworn to before me this eighth }  
day of January, 1877. }

JOHN B. THAYER,

*Notary Public.*

WM. WHITEWRIGHT, TREASURER, IN ACCOUNT WITH THE NEW YORK INSTITUTION  
FOR THE BLIND, FOR THE YEAR ENDING SEPTEMBER 30, 1876.

To Balance Cash from September 30th, 1875....	\$8,687 04	By Cash paid for Supplies.....	\$19,692 26
" Cash received from the State of New York....	45,181 05	" " Salaries and Wages.....	21,969 66
" " " New Jersey....	7,731 61	" " Clothing.....	6,252 27
" " Counties.....	6,300 00	" " Furniture and Fixtures.....	2,859 85
" " Legacies.....	16,892 77	" " Repairs and Alterations.....	5,268 07
" " Fairs and Exhibitions ..	213 00	" " Music and Instruction.....	760 24
" " Tuition .....	300 00	" " Gas.....	1,236 91
" " Loans.....	3,500 00	" " Raw Material for Manufacturing	1,207 27
" " Rents.....	428 74	" " Croton Water.....	139 00
" " Clothing.....	415 22	" " Assessments .....	33,090 00
" " Manufactures.....	2,518 97	" " Insurance.....	810 78
" " Interest.....	3,287 60	" " Taxes.....	3,822 00
" " Real Estate.....	104,898 00	" " Traveling Expenses.....	581 53
" " Sundries.....	1,182 73	" " Petty Account.....	2,420 15
		" " Interest.....	3,388 94
		" " Loans.....	8,500 00
		" " Mortgage Bonds .....	16,000 00
		" " Investments.....	50,937 50
		" " Fairs and Exhibitions.....	187 14
		" " Real Estate Expenses.....	3,593 70
		By Balance on hand.....	18,819 46
			<u>\$201,536 73</u>

Examined and found correct, }  
November 22, 1876.

J. M. McLEAN.  
JOHN T. IRVING.  
WM. C. SCHERMERHORN, } *Finance Committee.*

WM. WHITEWRIGHT, *Treasurer.*

## Attending Physician's Report.

---

*To the Managers of the New York Institution for the Blind :*

GENTLEMEN: Your Attending Physician presents the following report for the year ending December 31st, 1876:

The sick records of the Institution show entire exemption from serious disease or a general epidemic.

During last winter and spring there were a few cases of scarlet fever and measles, and several cases of inflammation of the lungs, one now under treatment.

When the unavoidable and constant exposure of our pupils to disease from contact with the outside public is considered, the general good health maintained is matter for great thankfulness, and a result we might reasonably expect from the intelligent co-operation of the Superintendent with the medical department, as also his extreme watchfulness in the detection of illness and his adherence to suitable hygienic precautions.

A further ground for congratulation may be found in the fact that this is the eighth consecutive year in which no death has occurred in the Institution.

All which is respectfully submitted.

J. W. G. CLEMENTS, M. D.

*Attending Physician.*

## Report of the Superintendent.

---

*To the Board of Managers :*

GENTLEMEN: I herewith submit my report for the year 1876:

The number of pupils December 31st, 1875, was.....	183
Admitted since that date.....	44
	<hr/>
Whole number instructed.....	227
Reductions.....	34
	<hr/>
Number of pupils December 31st, 1876.....	193



## THE EDUCATION OF THE BLIND.

" 'Tis *education* forms the mind;  
Just as the twig is bent the tree's inclined."

In this beautiful couplet, the wise author represents childhood as a twig, or young sapling; and manhood as the full-grown tree; and calls attention to the fact that just as external forces constrain the growth of the twig, and thereby determine the ultimate form of the tree, so the character of the educational forces, which are applied to training the mind in youthful years, will determine and fix the character and standing of the man.

The proposition is of great importance, because it is so universally true. But it applies with special force in the case of any class of persons, who; by reason of being deprived of any of the perceptive faculties, are obliged to depend upon special and unusual means and methods for the development of the mind. The Blind constitute such a class; and any scheme of education designed for them should have in view their special condition, needs and capacities.

Blindness affects adversely in some degree, the physical, social, intellectual and moral condition of those affected thereby. It greatly limits the area within which muscular exercise can be taken; it prevents one from engaging in the active open air sports in the field and upon the water, which so delight the young, and which are so needful to the development of strength, grace of action and endurance; it fetters hand and foot; renders celerity of movement dangerous; so that inactivity not only becomes necessary, but it is the law of safety.

The results of such limitations are seen in drooping shoulders, uncertain or unsteady gait, and in a greater or lesser degree of helplessness.

Upon the social condition its effects are not less manifest. To be well bred, one must know what constitutes a proper sitting or standing posture; a correct carriage and gait in



walking; correct habits at the table; the various modes of salutation; and many other matters necessary to secure recognition, either in the professional, social or business walks of life.

In the case of seeing children, it is difficult to estimate how much is learned in these respects by their own unaided observation and the power of imitation.

The blind child is cut off from this source of development and improvement, and is, therefore, likely to fall into uncouth, rude or unsightly habits, which, although he may not be responsible or blamable therefor, nevertheless tend to lower him in the social scale. These physical and social embarrassments operate unfavorably upon the growth and quality of the mind.

As the motions of the body are slow and uncertain, so the action of the intellect is slow and lacking in force. The most important channel of information being closed, the stock of knowledge derived from perception is very small, being limited in most part to the few objects which come within the reach. And when it is remembered that nearly all the knowledge which a child acquires during the first six or seven years of its life is furnished by the sense of sight and the faculty of imitation, we can better understand how the mind of a child stricken with blindness may become dwarfed or unbalanced and weak. And although the ear, into which the sounds of language enter like ships into a port; bringing their freight of golden thought; remains unclosed, still the lack of information, concerning the objects to which language refers, often renders its meaning vague and incomplete.

It thus occurs that words, unaided by the sense which is necessary to their interpretation, convey no complete or distinct idea, and the construction put upon them, in many cases, is wholly erroneous and unnatural. Under such conditions, the reason is easily perverted, and the capacity to discern between the true and the false, the real and unreal,

greatly impaired. The imagination, which is very active, rests upon a superficial and unsubstantial foundation of incomplete perceptions, so that notions which are unreal, and sometimes absurd, are entertained as real and reasonable, and, indeed, are so to one so situated.

The effect upon the moral condition is perhaps less perceptible in the majority, but is none the less sure, as is shown in some well known cases: such, for instance, as that of a young man in one of the counties of this State, who, at the age of eighteen years, and being naturally bright and intelligent, had such perverted views of the moral quality of his acts that he honestly believed that it would be right to kill his father to protect his mother from some fancied danger at his hands. Other instances could be cited in evidence of this moral obliquity, occasioned by the loss of sight, or of the next most important sense—the hearing.

I refer to cases in which the disabilities have not been modified by special training.

It is therefore clear that a scheme of education designed for such a class must be of the most comprehensive character and include the development of the child physically, socially, intellectually and morally; involving a variety of subjects and a minuteness of instructional detail, not intended or necessary in schools for the education of children possessing all their senses.

In addition to all this, the employments in which the blind may successfully engage are very limited, and in general exclude such as require the use of eyesight, and include those which require only speech and hearing, or a limited range of manual operations.

For this reason, the instruction necessarily becomes technical, giving to the Institution the character of a special training school.

The general plan of instruction here pursued corresponds in the main to that adopted in most of the American Institu-

tions, and comprises three departments, literary, musical and industrial.

In the literary department no essential change has been made. In the musical department a step forward has been taken by the introduction of an instruction book for the piano, printed in the New York Point System of Musical Notation, by the American Printing House for the Blind, at Louisville, Kentucky.

The use of printed books, coupled with the ability to write music in a tangible form, cannot fail to be of great advantage to the blind student of music.

The instruction given in the industrial department serves two important purposes: First, it teaches the pupil how to apply his mind to practical things, and second, it gives him practical knowledge of such kinds of work as promise to be most useful to him in later years.

The male pupils are instructed in cane-seating, mattress-making and piano tuning, which is a mechanical rather than a fine art.

The female pupils are taught the usual varieties of useful and fancy work as heretofore.

Class instruction in the operation of the sewing and knitting machines is a permanent feature in the education of the female pupils in this school.

The sewing machine has been used in other schools for the blind, but the instruction seems to have been undertaken only with the most intelligent and partially sighted pupils, rather as a novelty than as an organized branch of instruction.

The use of the knitting machine was begun by us some five years since, and after the most patient effort in the face of difficulties, many of which have seemed insuperable, a full and most gratifying success has been obtained. And in this connection I cannot forbear to mention the name of Miss L. A. Haskell, to whose patience, intelligence and un-

compromising perseverance this great result has been accomplished.

The introduction of the sewing machine as a permanent branch of instruction was invaluable in its results. As a factor in the scheme of education it presented a new topic for study and thought, and a new field of work and usefulness, thus stimulating the mind to new endeavor in the school and inspiring a new hope of usefulness within the family circle, or in the world. The number of useful employments is now augmented by the addition of the knitting machine, which extends the sphere of our educational labor and opens another way for intellectual and social development.

During the recent Centennial Exhibition at Philadelphia Miss Bernadina Porat and Miss Cecelia McNamara, both pupils of this school, were engaged in operating and exhibiting sewing and knitting machines, and at the Convention of the American Association of Instructors of the Blind, also held at Philadelphia in August last, they were present, and by request gave a practical illustration of their skill, Miss Porat using the knitting and Miss McNamara the sewing machine. In addition to the information thus contributed, the exhibits of this Institution in the Women's Pavilion included many articles of sewed and knitted work wrought by our pupils upon the machines. That these branches can be taught successfully and profitably to most of the female pupils in all our schools, is beyond question.

To this end, however, two things are essential: *First*, intelligent teaching; *second*, regular hours for daily instruction and practice.

A few suggestions in regard to the first point may not be inappropriate.

What constitutes intelligent teaching may be illustrated by the course pursued by two instructors, A. and B., in teaching a pupil how to operate the sewing machine. Miss A. begins by carefully threading up and putting the machine in

readiness for use; seats the pupil; reads aloud, and very slowly, two or three times over, the printed description of the machine, and the mode of its operation; the names of its several parts, the manner of affecting the tension, length of the stitches, and the directions for doing the various kinds of work of which the machine is capable. The pupil listens attentively, and to an occasional inquiry as to whether she understands what has been read, can but answer in the affirmative. With this preliminary instruction, the pupil is for the first time asked to place her foot on the treadle, and enjoined not to move it until all is ready. Her hands are placed upon a piece of work which has been adjusted, and she proceeds to sew. The crank makes a half revolution and returns, the needle and thread are broken, the pupil becomes agitated and frightened; Miss A. speaks reprovingly, and expresses great surprise that one so carefully taught should at the *very first* effort do so badly. By this time the hour is up, the lesson finished. The teacher is annoyed at what she regards as the dulness of her pupil; and the would-be learner is disheartened and full of doubt. At the next and subsequent lesson, this course is repeated, until the stock of needles is exhausted, the machine out of order, by which time Miss A. has reached the conclusion that the failure is owing to the fact that her pupil has not sufficient ability, and as she is one of the most promising scholars, there is, of course, no hope for the rest. The course which Miss B. pursues is quite different from this. In the first lesson she carefully explains the structure of the machine, requiring her pupil to examine with the hand the several parts; giving the names of each, explaining the motions and describing the means by which the power is transmitted through the several parts. She is taught the motion of the feet upon the treadle, and required to practice this motion until it can be executed automatically, or without engaging the attention. Next she is taught to run long,

narrow strips of cloth through the machine *without* thread, in order that she may learn the speed, direction and the like. Another step consists in removing and replacing the movable parts. Then comes the process of threading up shuttle and needle, and finally, an attempt at sewing is made with narrow pieces of cloth cut for the special purpose. When this has been done the pupil undertakes the simplest kind of work, and then the more difficult kinds; and thus instruction and development go on until the ever pleasant task is accomplished, the teacher finding the reward of her intelligent toil in the benefits which are conferred upon the learner, by increased knowledge and self helpfulness.

The cases are not overdrawn. In one we have the key to success in teaching, while the other illustrates the nature of the causes which lead to the fruitless expenditure of time and labor.

It is gratifying to know that as a result of the exhibition of the knitting machine at the Convention referred to, this branch of industrial training has been introduced into four or five other Institutions, and we shall await the result with much interest.

---

## THE ASSOCIATION OF AMERICAN INSTRUCTORS OF THE BLIND.

An interesting session of this Association was held in the month of August last.

Nearly all the Institutions of the United States were represented; and a number of gentlemen, representing the educational interests of foreign countries, also attended.

A number of interesting papers, written by members themselves blind, were read. One by Mr. Stephen Babcock—subject: "The Influence of Education upon the Intellectual and

Social Condition of the Blind"—was written by him in the New York Point Alphabet, and read by himself. In every other instance these papers were read by proxy. The incident brings out in strong light the value of the system, and the advantage of position enjoyed by those who use it.

The meetings of the Association cannot fail to be productive of much good.

Organizations of every kind when isolated from their kindred suffer in the same manner as do men who have little or no intercourse with other men in the varied phases of social and business life. They have little else than themselves to think about; and their knowledge is chiefly derived from their experience only, which is confined to their own sphere of action, which is often very limited. They become very wise in their own conceits; each looks upon every other as a sort of Nazareth—out of which no good thing can come—and regards its own methods of teaching, discipline and the like, as the best attainable. Their own are the only things they are willing to prove; and to these they always hold fast. But the meetings of such an Association bring the officers and teachers together, and stimulate a desire for a more intimate acquaintance.

The older members come with wise counsel and lessons drawn from long experience; and the younger members with vigor and the spirit of enterprise. The seeing members learn the various views of their blind co-workers, who, in return, receive corresponding benefit.

Institutions, widely separated over the whole country, partake of the information which is contributed to the common fund; the feeling of isolation is lost, and the spirit of earnest inquiry takes the place of the spirit of self-complacency. In this manner (although New York is the only State in which there is more than one school for the blind) the scheme of education is unified, and the schools, while wholly independent of one another, become parts in one



great system—co-operating upon the best known principles for the accomplishment of a common purpose.

The next meeting will be held at Columbus, Ohio.

In closing, I would mention the past year as having been one of gratifying progress on the part of the pupils, who in general are to be commended for their diligence, good order and discipline.

Officers and teachers have given themselves devotedly to the performance of their several duties, and to their cheerfulness, faithfulness and ability we are indebted for the efficiency of the several departments, literary, musical, industrial and household.

All of which is respectfully submitted.

WILLIAM B. WAIT,

*Superintendent.*

# THE MANUFACTURING DEPARTMENT IN ACCOUNT WITH THE N. Y. INSTITUTION FOR THE BLIND,

Dr.

FOR THE YEAR ENDING SEPTEMBER 30th, 1876.

Cr.

To Value of Raw Material and Manufactured Stock	
on hand September 30th, 1875.....	\$521 76
To Fixtures.....	905 00
“ Raw Material bought during year ending Sept.	
30, 1876.....	962 26
“ Profit on Work.....	1,210 62

\$3,599 64

To Salaries and Wages of the Department for the	
year.....	\$1,340 46

\$1,340 46

By Proceeds from Sale of Brooms.....	52 29
“ “ “ Cane-seating.....	529 22
“ “ “ Mattresses.....	1,201 44
“ Bills Receivable.....	534 09
“ Value of Raw Material and Manufactured	
Stock on hand September 30, 1876.....	377 60
“ Fixtures.....	905 00

\$3,599 64

By Profit on Work.....	\$1,210 62
“ Loss to Balance.....	129 84

\$1,340 46

# LIST OF PUPILS.

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## MALES.

ABBOTT, JAMES.

BAUR, AUGUST,  
BYRNE, THOMAS,  
BARR, JAMES,  
BARRY, JOHN,  
BLISS, WILLIAM,  
BELFORD, THOMAS,  
BORTHMAN, EDWARD,  
BLISS, CHARLES,  
BEECHER, FRANCIS J.,  
BAUSCHER, AUGUSTUS,  
BURNS, ROBERT,  
BROOKS, SAMUEL.

CURTIS, THOMAS A.,  
CLAREY, NICHOLAS F.,  
CONOD, EDWARD,  
CARROLL, THOMAS,  
CAUFIELD, PETER,  
CARLL, FREDERICK,  
CORCORAN, JOHN,  
COFFIE, HENRY,  
CONNELLY, JAMES.

DILLON, JOHN H.,  
DALEY, SAMUEL.

EDWARDS, GEORGE.

FLEMING, JOHN,  
FIRTH, OBED A.

GAMBLE, CHARLES G.,  
GRAHAM EDGAR,  
GRAHAM, LEMUEL,  
GARDINIER, ALBERT,  
GROWNY, JAMES,  
GRAHAM, JOHN F.

HARRING, WILLIAM R.,  
HUNT, EDWARD A.,  
HARRING, PATRICK,  
HOLLAND, THOMAS,  
HUNT, JOHN W.,

## FEMALES.

ARMSTRONG, ELIZABETH,  
ARMOUR, ELIZABETH.

BARRETT, JULIA,  
BOLLARD, MARGARET,  
BOLGER, HENRIETTA,  
BLISS, BARBARA,  
BERGEN, CATHARINE E.,  
BUTTEL, GRETCHEN,  
BEREAN, ADELLA G.,  
BUCKALEW, IRENE,  
BURMANN, P.

CRAWFORD MARY E.,  
COFFEY, MARGARET,  
CREGAN MARY F.,  
CADDON, ISABELLA,  
COLLINS, MARY,  
CREAGLE, GERTRUDE M.,  
CONKLIN, JANE.

DUNNER, ELIZABETH,  
DIAMOND, ELIZABETH,  
DOWDALL, MARY C.,  
DIRKES, MENA.

EISENSCHMIDT, CLARA,  
ELLIS, ELIZABETH,  
EDDY, JESSIE M.

FICHTEL, AMELIA D.,  
FARRELL, SUSAN,  
FLYNN, ELIZABETH,  
FLINT, ELLEN.

GRIESHABER, ELIZABETH,  
GRIFFIN, MARY,  
GILMARTIN, MARY A.,  
GINGER, ELIZABETH S.,  
GLENNY, MINNIE.

HETZEL, ANNIE,  
HENNESSY, ELIZABETH T.,  
HOLLEY, CATHERINE F.,  
HOAR, MARY ANN,

HURLEY, ALFRED T. P.,  
HAZELTON, WILLIAM,  
HACKET, STEPHEN,  
HAYES, FRANCIS H.,  
HETNER, GEORGE W.

JOHNSON, WILLIAM H.

KUNTZ, JOHN J.,  
KROTLINTHALER, H. A.,  
KEAGAN, JAMES  
KAVANAGH, JAMES.

LINSSEN, C. C.,  
LOONEY, JOHN W.,  
LARKIN, WALLACE,  
LEIGH, GEORGE,  
LUCAS, JOHN F.,  
LYONS, CHARLES V.

McNAMEE, JOHN,  
MORRIS, JOHN,  
MYERS, THEODORE,  
MEYERHAFFER, AUGUSTUS,  
MAXWELL, WILLIAM H.,  
MYERS, SAMUEL N.,  
MATTHEWS, THOMAS,  
McFARLAND, HARRY D.,  
MEAD, WILLIAM G.,  
MIERSON, HENRY,  
McGUIRE, JOSEPH,  
MURPHY, GEORGE,  
MULLINS, WILLIAM H.,  
McDUFF, JAMES H.,  
MAHONY, JAMES,  
McNICHOL, T. S.,  
MUSLER, JOHN,  
MULGREW, JOHN W.

NICHOLS, JOHN W.

O'DWYER, GEORGE,  
OSTER, HENRY,  
O'BRIEN, MICHAEL.

PORAT, OSCAR M.

ROGERS, EDWARD A.,  
REIHER, LOUIS,  
ROBINSON, WILLIAM,  
RIDER, JONATHAN S.,  
REILLY, MICHAEL,  
REGNER, WILLIAM,  
REILLY, JOHN McCOY.

SMALL, JOHN,  
SEAMAN, THEODORE D.,  
STANTON, THOMAS,  
SATTLER, JOHN,

HALPIN, MARGARET,  
HURLEY, MARY E.,  
HAAG, CAROLINE,  
HELLMUND, ALWEINE,  
HORTON, AGNES R.,  
HOGAN, MARY E.

JUSTIN, LOUISA,  
JOHNSON, DELIA M.,  
JACKSON, ISADORE,  
JANICKE, ANNIE M. C.

KELLY, ELIZABETH,  
KEOGLE, MATILDA.

LENT, JOSEPHINE,  
LOWE, EMMA,  
LOCHMOND, ROSA,  
LEWIS, ANNIE M.,  
LONG, MARY E.

MULLANY, DORENDA,  
McINTEE, ANN,  
MAXWELL, BRIDGET,  
McNAMARA, CECELIA,  
MURTHA, ANNA,  
MADDEN, MARY A.,  
MILLER, LOUISA,  
MORRISSEY, ANNIE,  
McGUIRE, ANNIE,  
MANNING, MARGARET,  
MOONEY, MARY,  
MENTER, CATHERINE,  
MILLER, AMELIA,  
MULHOLLAND, MARY R.

NOLAN, ANN,  
NEVINS, ANNIE,  
NORTON, MARY.

O'CONNOR, CATHERINE,  
O'NIELL, CATHERINE,  
O'HALLORAN, ELIZABETH,  
O'KEEFE, CATHERINE,  
O'NEILL, MARY.

PORAT, BERNARDINA,  
PARKINSON, ANNIE E.,  
PURDY, SUSIE V.,  
PFISTER, ELIZA,  
PRICE, EMMA.

ROBERTS, DOLORES,  
ROBINSON, ELIZABETH,

SMITH, MARGARET A.,  
SCHLOSSEN, CATHERINE,  
SCHAEFER, MATILDA,  
SULLIVAN, ANNE,

SCHATT, WILLIAM.  
 SCHNEIDERMAN, JOHN,  
 SCHROEDER, HERMAN,  
 SCHWEICH, FRANZ J.,  
 SMITH, JOHN W.

THOMPSON, THOMAS M.

UPTON, JESSE.

VANDERPOEL, SAMUEL.

WILSON, JOHN,  
 WILLIAMS, JAMES H.,  
 WALSH, THOMAS F.,  
 WORTMAN, JESSE,  
 WALTHER, CHARLES,  
 WALLACE, JAMES,  
 WILSON GEORGE,  
 WOLVEN, FRANKLIN.

YANOWITZ, ADOLPH.

ZAISS, ALFRED,  
 ZIMMERMAN, ADAM.

SAMUEL, FANNY E.,  
 SANDERSON, ANNIE,  
 STANTON, CATHERINE F.,  
 STAATS, MARY ELLEN,  
 SMITH, ISABELLA E.,  
 STROBEL, ELLEN,  
 STEWART, FRANCES E.,  
 STAAB, SOPHIA.

THOMPSON, MARY I.,  
 THROCKMORTON, IRENA,  
 THUMA, ANNA.

VASSAR, MARY ANN.

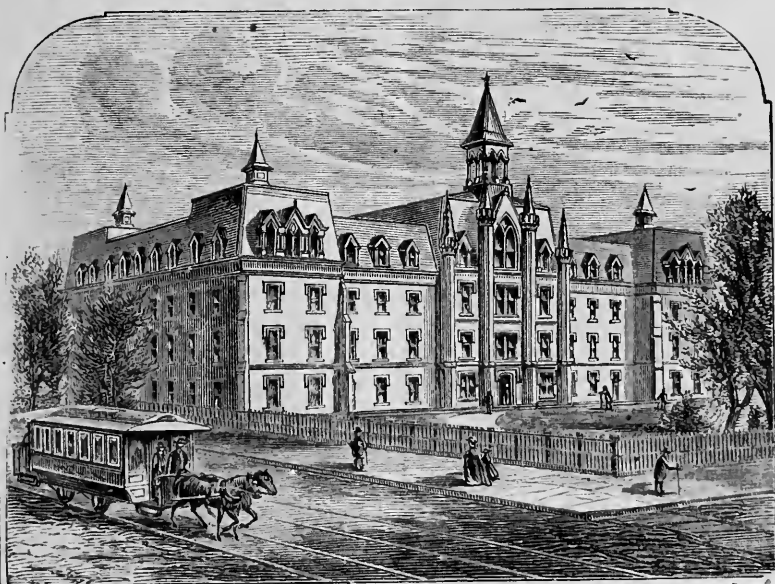
WARD EMMA,  
 WALTHER, MARGARET,  
 WALLACE, ELIZA,  
 WHITE, ABIGAIL,  
 WALLEN, LILLIAN,  
 WILLIAMS, MARGARET,

YOUNG, FAY M.,  
 YOUNG, JANETTE E.



FORTY-SECOND  
ANNUAL REPORT OF THE MANAGERS  
OF THE  
NEW YORK  
INSTITUTION FOR THE BLIND

For the Year Ending September 30, 1877.



LUX ORITUR.

"And I will bring the blind by a way that they knew not: I will lead them in paths that they have not known: I will make darkness light before them."—ISAIAH xlii. 16.

NEW YORK.

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FORM OF A BEQUEST

TO THE

NEW YORK INSTITUTION FOR THE BLIND.

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I bequeath to my executors the sum of                      dollars,  
in trust, to pay over the same to the person who, when the  
same shall be payable, shall act as Treasurer to the New York  
Institution for the Blind, to be applied to the charitable uses  
and purposes of the said Institution, and under its direction.

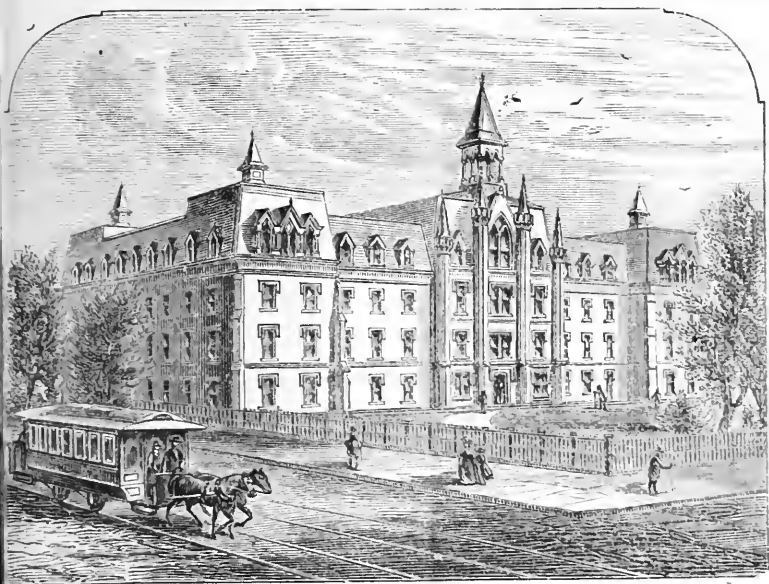
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NEW YORK.



# Board of Managers.

1878.

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AUGUSTUS SCHELL.

ROBERT S. HONE.

D. LYDIG SUYDAM.

THEODORUS BAILEY MYERS.

JOHN TREAT IRVING.

JAMES M. McLEAN.

ALEXANDER VAN RENSSELAER.

SMITH CLIFT.

WILLIAM WHITEWRIGHT.

WILLIAM C. SCHERMERHORN.

CHARLES DE RHAM.

FRANCIS A. STOUT.

WILLIAM B. HOFFMAN.

F. A. SCHERMERHORN.

PETER MARIÉ.

FREDERICK W. RHINELANDER.

FREDERICK SHELDON.

CHANDLER ROBBINS.

CHARLES E. STRONG.

PHILIP SCHUYLER.

## Officers of the Board.

---

AUGUSTUS SCHELL.....	<i>President.</i>
ROBERT S. HONE.....	<i>Vice-President.</i>
T. BAILEY MYERS.....	<i>Recording Secretary.</i>
WM. C. SCHERMERHORN.....	<i>Corresponding Secretary.</i>
WM. WHITEWRIGHT.....	<i>Treasurer</i>

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## Standing Committees.

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### *Committee on Finance.*

JAMES M. McLEAN,	WILLIAM C. SCHERMERHORN,
	JOHN T. IRVING.

---

### *Committee on Supplies, Repairs and Improvements.*

SMITH CLIFT,	ALEXANDER VAN RENSSELAER,
CHARLES DE RHAM,	FREDERICK SHELDON,
	PHILIP SCHUYLER.

---

### *Committee on Instruction and Music.*

WILLIAM B. HÖFFMAN,	CHANDLER ROBBINS,
FRANCIS A. STOUT,	CHARLES E. STRONG.

---

### *Committee on Manufactures.*

D. LYDIG SUYDAM,	PETER MARIÉ,
F. A. SCHERMERHORN,	FREDERICK W. RHINELANDER.

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The President shall be *ex-officio* member of all standing committees.

The Vice-President and Treasurer shall be *ex-officio* members of the Committee on Finance.—(*By Laws.*)

## Officers of the Institution.

---

WILLIAM<sup>B</sup>. WAIT.....*Superintendent.*  
 JAMES W. G. CLEMENTS, M.D.....*Attending Physician.*  
 EDWARD L. BEADLE, M.D.....*Consulting Physician.*

---

### *Consulting Surgeons.*

JOHN H. HINTON, M.D.                      ABRAHAM DUBOIS, M.D.

---

### *Teachers in the Academical Department.*

STEPHEN BABCOCK,	MISS C. BOOMHOUR,
FRANK F. NOYES,	MISS FANNIE B. SHERMAN,
MISS L. CARPENTER,	MISS H. PHILLIPS.
MISS ARTHINE A. BUSH,	MISS L. A. ROGERS.

---

### *Teachers in the Musical Department.*

THEODORE THOMAS, *Director.*

FREDERICK HENSSLER.....*Vocalization and Class Singing.*  
 ALBERT R. PARSONS.....*Piano.*  
 FREDERICK FIELDING.....*Piano Tuning.*  
 MISS H. A. BABCOCK.....*Piano and Organ.*  
 MISS CATHERINE CONNELL.....*Piano.*  
 MISS E. T. PARSONS.....*Piano and Organ.*

---

### *Teachers in the Industrial Department.*

WARREN WATERBURY.....*Teacher of Mattress Making.*  
 DANIEL MCCLINTOCK.....*Teacher of Chair Caning.*  
 MISS ANNA SHERIDAN.....*Upholstress.*

*Fancy-Work Department.*  
(Under the direction of Assistant Matron.)

*Teachers.*

MISS M. E. REDWOOD,  
MISS ANN COX, MISS HANNAH RODNEY.

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*House Department.*  
JOHN ALLYN, *Steward.\**

*Matron,* *Assistant Matron,*  
MRS. MARY A. HAYES. MISS L. A. HASKELL.

---

*Juvenile Department.*  
MISS ANNIE HANLIN, MISS ELIZA MAHONY.

---

*Reception Room and Fancy Work.*  
MISS L. A. ROGERS,  
MISS ALICE HATCHMAN, MISS HANNAH RODNEY.

---

*Hospital Nurse.*  
MISS E. M. CLEALAN and an Assistant.

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\*Mr Allyn is also Agent of the Manufacturing Department.

# R E P O R T .

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*To the Honorable the Legislature of the State of New York:*

The Managers of the New York Institution for the Blind, in pursuance of the provisions of the Act of the Legislature, submit their report for the year ending September 30th, 1877.

The Managers take pleasure in reporting that the health of the pupils during the past year has been good. There have been no deaths in the Institution, and only one case of serious illness, which resulted in death after the pupil left the Institution.

During the past year a considerable amount of money has been expended in improving the buildings, which has added much to the comfort and sanitary welfare of the inmates.

The finances of the Institution have been faithfully and carefully managed, and its receipts, together with the money received from the State appropriation, have been sufficient to meet the current expenses.

The following is a statement of all moneys received and expended by the Institution for the year ending September 30, 1877, as required by the provisions of the Act of the Legislature, passed in 1873.

RECEIPTS AND EXPENDITURES FOR THE YEAR ENDING  
SEPTEMBER 30TH, 1877.

*Receipts.*

Cash on hand September 30, 1876 .....	\$18,819 46
Received from the State Appropriation made for the Benefit of the Institution .....	48,334 39
From other sources .....	131,121 79
	<hr/>
Total receipts .....	\$198,275 64

*Expenditures.*

For Salaries of Officers and Wages .....	\$22,363 69
Provisions and Supplies .....	17 660 32
Clothing .....	6,702 96
Fuel .....	4,571 54
Gas .....	1,201 00
Furniture and Fixtures .....	4,159 65
Traveling Expenses .....	304 88
Repairs and Improvements .....	7,522 12
All other Ordinary Expenses .....	6,712 47
	<hr/>
Total .....	\$71,198 63
Extraordinary Expenditures .....	120,672 79
	<hr/>
Total Expenditures .....	\$191,871 42
	<hr/> <hr/>
Amount of Unpaid Bills September 30, 1877 ..	\$14,164 49
	<hr/> <hr/>

The report of the Treasurer, hereinafter contained, gives a particular account of the receipts and disbursements of the Institution during the past year.

The following is a list of the legacies and donations which have been received by the Institution from time to time up to September 30, 1877, with the names of the donors:—



## LEGACIES.

Miles R. Burke.....	\$2,000 00
Jane Van Cortlandt.....	300 00
Isaac Bullard.....	101 66
Elizabeth Bayley.....	100 00
John Jacob Astor.....	5,000 00
William Bean.....	500 00
Peter Gerard Stuyvesant.....	3,000 00
John Horsburgh.....	5,000 00
Elizabeth Demilt.....	5,000 00
Sarah Demilt.....	2,000 00
C. D. Betts.....	40 00
Sarah Penny.....	500 00
Sarah Bunce.....	500 00
Elizabeth Idley.....	196 00
Samuel S. Howland.....	1,000 00
William Howe.....	2,985 14
Margaret Fritz.....	100 00
James McBride.....	500 00
Charles E. Cornell.....	521 96
Charles E. Demming.....	50 00
Mrs. DeWitt Clinton.....	200 00
W. Brown.....	465 00
Elizabeth Gelston.....	1,000 00
Robert J. Murray.....	500 00
Seth Grosvenor.....	10,000 00
Elijah Withington.....	100 00
Benjamin F. Butler.....	800
Frissell Fund.....	2,000 00
Simcon V. Sickles.....	6,561 87
Anson G. Phelps.....	5,675 68
Thomas Reilly.....	2,254 84
Elizabeth Van Tuyl.....	100 00
Thomas Egleston.....	2,000 00
Sarah A. Riley.....	100 00
William E. Saunders.....	723 84
Thomas Eddy.....	1,027 50
Robert C. Goodhue.....	1 000 00
Jonathan C. Bartlette.....	190 00
Stephen V. Albro.....	428 57

John Penfold.....	470 00
Madam Jumel.....	5,000 00
Mrs. Steers.....	34 66.
Thomas Garner.....	1,410 00
Chauncey and Henry Rose.....	5,000 00
Elizabeth Magee.....	534 00
John J. Phelps.....	2,350 00
Rebecca Elting.....	100 00
Regina Horstien.....	250 00
G. Martens.....	500 00
John Alstyne.....	10,320 41
Elizabeth and Sarah Wooley.....	5,984 83
Benjamin Nathan.....	1,000 00
Thomas M. Taylor.....	6,151 94
Simeon Abrahams.....	2,804 00
James Peter Van Horne.....	20,000 00
Caleb Swan.....	500 00
Mrs. Adeline E. Schermerhorn.....	10,000 00
Henry H. Munsell.....	3,396 32
Thomas C. Chardevoyne.....	5,000 00
William Dennistoun.....	11,892 77
William B. Astor.....	5,000 00
Benjamin F. Wheelwright.....	1,000 00
George T. Hewlett (Executor).....	500 00
Ephraim Holbrook.....	11,757 77

The Institution has credited all the moneys received by it, either as legacies or donations, to their proper sources in the legacy account.

At the close of the fiscal year ending September 30, 1877, there were invested of said account in United States bonds and New York City stocks, the sum of one hundred and nineteen thousand dollars, at their par value, for which was paid one hundred and twenty-two thousand, nine hundred and seven and  $\frac{53}{100}$  dollars, and the balance of the said legacy fund has been charged as an investment in real estate and improvements, having been used in enlarging and improving the buildings and property of the Institution. During the last year the Institution has received from the executors of

Ephraim Holbrook the sum of eleven thousand, seven hundred and fifty-seven and  $\frac{77}{100}$  dollars, the same being a specific legacy, with the accumulated interest thereon, under the will of said Ephraim Holbrook, to the New York Institution for the Blind, and which is included in the foregoing list of legacies.

The Managers respectfully request that the annual appropriation for each State pupil made for the last year, be continued for the coming year to this Institution.

The Managers take this occasion to express their thanks for the encouragement and support which the Institution has received from your honorable body.

In submitting their annual report, they take pleasure in bearing testimony to the fidelity with which the Superintendent, the officers and the employees of the Institution, have discharged their arduous and various duties.

By their efforts this Institution has come to be recognized as prominent among the many charitable and useful institutions of our country, and through it the blessings of education and the means of supporting themselves are furnished to a large number of afflicted and deserving persons, who would otherwise be helpless and wretched.

All which is respectfully submitted.

*The New York Institution for the Blind,*

AUGUSTUS SCHELL, *President.*

T. BAILEY MYERS, *Secretary.*

*City and County of New York, ss. :*

AUGUSTUS SCHELL, of said city, being duly sworn, saith: That he is President of the New York Institution for the Blind; and that the above Report, signed by him, is true, to the best of his knowledge and belief.

AUGUSTUS SCHELL.

Sworn to before me this eleventh }  
day of January, 1878. }

JOHN V. B. THAYER,

*Notary Public.*

WM. WHITEWRIGHT, TREASURER, IN ACCOUNT WITH THE NEW YORK INSTITUTION  
FOR THE BLIND, FOR THE YEAR ENDING SEPTEMBER 30, 1877.

To Balance Cash from September 30th, 1876.....	\$18,819.46
" Cash received from the State of New York.....	48,334 39
" " " " New Jersey.....	8,077 95
" " " " Counties.....	6,700 00
" " " " Legacies.....	11,500 00
" " " " Fairs and Exhibitions ..	189 55
" " " " Clothing.....	501 61
" " " " Sales of Manufactures.....	1,557 31
" " " " Interest.....	7,529 32
" " " " Real Estate.....	93,268 28
" " " " Petty Accounts.....	794 41
" " " " Sundries.....	1,003 36

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\$198,275 64

Examined and found correct, }  
November 28, 1877.

J. M. McLEAN,  
WM. C. SCHIFFMUEHLORN, } Finance Committee.  
JOHN T. IRVING.

By Cash paid for Supplies.....	\$22,231 86
" " Salaries and Wages.....	22,363 69
" " Clothing.....	6,702 96
" " Furniture and Fixtures.....	4,159 65
" " Repairs and Alterations.....	7,522 12
" " Traveling Expenses.....	304 88
" " Croton Water.....	139 00
" " Gas.....	1,201 00
" " Real Estate Expenses.....	4,723 76
" " Music and Instruction.....	950 60
" " Insurance.....	960 79
" " Manufacturing Materials.....	1,255 40
" " Interest.....	669 00
" " Petty Account.....	2,545 91
" " Investments.....	52,210 03
" " Assessments.....	44,739 00
" " Mortgage Bonds.....	19,000 00
" " Fairs and Exhibitions.....	191 77
By Balance on hand.....	6,404 22

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\$198,275 64

WM. WHITEWRIGHT, Treasurer.

## Attending Physician's Report.

---

*To the Managers of the New York Institution for the Blind :*

GENTLEMEN : Your Attending Physician presents the following report :

The past year is no exception to the many preceding ones in the matter of the health of the inmates and freedom from serious cases of sickness. The few cases of a grave character that did occur happily terminated in complete convalescence. The only exception was the case of a boy whose sudden death occurred at home. A post mortem revealed a tumor on the brain, which satisfactorily accounted for his peculiarities. Thus we have passed the ninth consecutive year in which period no death occurred at the Institution.

This result is highly satisfactory, and attests the vigilance with which the experience of years is maintained in preserving the high standard of physical health so intelligently and efficiently enforced by the Superintendent, to whose co-operation this result is mainly to be credited.

All which is respectfully submitted.

J. W. G. CLEMENTS, M. D.,

*Attending Physician.*

## Report of the Superintendent.

*To the Board of Managers :*

GENTLEMEN : Inasmuch as the fiscal year of the Institution ends with the 30th of September, and as it is desirable that all reports should be for the year corresponding thereto, I have deemed it proper to make this report for the nine months ending September 30th, 1877 :

The number of pupils December 31st, 1876, was.....	193
Admitted to September 30th, 1877.....	28
Whole number instructed.....	<u>221</u>
Reductions.....	36
Number of pupils September 30th, 1877 .....	<u><u>185</u></u>

The number of pupils December 31st, 1876 was.....	193
Number admitted to Decembe: 31st, 1877....	<u>40</u>
Number instructed to December 31st, 1877.....	233
Reductions.....	<u>36</u>
Number of pupils December 31st, 1877 .....	197

## CAUSATION.

The following table shows the causes of blindness in the cases of those received during the year:

CAUSES OF BLINDNESS.	AGES.										Age Unknown.	Total of Known Cases Classified.	Unknown Cases Classified.	Total.
	Born Blind.	1	2	6	8	9	12	16	19					
Amaurosis .....							1					1		1
Granulated Lids .....					1							1		1
Ophthalmia .....		1										1		1
Spinal Meningitis .....									1			1		1
Typhoid Fever .....		1										1		1
Diphtheria .....			1									1		1
Jaundice .....		1										1		1
Cataract .....	2	1										3		3
ACCIDENTS.														
From a Fall .....						1								1
Blow of a Stone .....						1						1		1
Cut with Pen-knife .....							1					1		1
Unknown .....		3		3	1		2	1		5			15	15
	2	7	1	3	2	2	4	1	1	5				28

## HEALTH.

In this school there are gathered a large number of children, all of whom suffer from a deprivation which predisposes to inactivity and consequent lack of physical energy and development; and many of whom are also subject to organic or functional disorders. It would therefore not be surprising if the average standard of health should be lower than among an equal number of young persons not so afflicted. For the maintenance of a fair degree of bodily vigor and the avoidance of preventable diseases among such persons, the following conditions are indispensable, viz.: A suitable location, plentiful water supply, good drainage, well arranged buildings, abundant heat, pure air, nourishing diet, cleanliness,



and an efficient enforcement of right views in the daily administration of affairs.

In every place, and under all circumstances, there are disease-producing elements which are beyond control. It would, therefore, be presumptuous to expect certain and entire immunity from disease, because of the enforcement of the best known laws of health; but it is both presumptuous and delusive to hope to escape sickness if any of the conditions of health are neglected or disregarded.

Thus many establishments may be found in which the health standard has been low owing to a mistake in the selection of the building site, such selection being too often made in consideration of some small pecuniary advantage, to gratify village pride, or under some adventitious pretext; while the weighty matters of surroundings and topography as affecting the general and local drainage, water supply, and their incidents, are quite misunderstood or ignored. Again, the preparation of plans is often committed to persons who have had no experience in the daily administration of an institution such as may be proposed. The results may be seen in buildings with inclosed courts, sunless rooms, and misproportioned and misarranged apartments, giving rise to the overcrowding of some portions, and to general unwholesomeness, by reason of organic matter from cellar, kitchen, store rooms, or laundry, and often from far more baneful sources. But even where the site is suitable and buildings are well arranged, the sanitary condition may be impaired by reason of an insufficient supply of heat. Ventilation simply means a change of air—the substitution of pure air from without for the impure air that is within. To facilitate this change, the most elaborate schemes are frequently devised: walls are honey-combed with flues, costly engines and machinery introduced, ducts and towers are constructed for the ingress and egress of air, and finally, the heating apparatus provided often proves insufficient to supply the warmth necessary to bodily comfort and at the

same time give the surplus heat which must be carried off in air which has been vitiated by use. Whether the mode of heating be by direct or indirect radiation, the supply of heat should be sufficient to maintain the temperature necessary to bodily comfort—say 70 degrees Fahrenheit—at all times, while at the same time large quantities of heat are being carried away in the process of ventilation. When the heat supply is inadequate to accomplish these purposes jointly, it is evident that ventilation will be sacrificed.

There are several causes which separately or together will suffice to produce such a result, viz.:

1st. The heating apparatus may be insufficient either in the amount of boiler or other heat-generating space, or in the quantity of radiating surface, or in both.

2d. The pipes for conducting steam and water of condensation may be misarranged, so that one portion will monopolize the supply at the expense of other parts.

3d. The same fault may occur in the flues for conducting the air, or, as is often the case, they are too small, or too many are carried from one inlet, or into one outlet, by which the shorter ones operate as a cut-off upon those which are longer. Sometimes, where these matters have received proper attention, great annoyance is experienced and unnecessary expense incurred through careless or inefficient operation of the apparatus. Sediment and incrustations are allowed to remain on the inner surface of steam boilers, tubes are not kept free from soot or fine ashes, by all of which the transmission of heat to the water is greatly retarded.

Instead of hot water ranging from 175° to 200° Fahrenheit, as may be used with proper appliances and management, boilers are supplied with water at ordinary temperatures. Thus inefficient management will produce results equally as pernicious as would ensue if the apparatus were actually deficient or defective. It often happens, that while very elaborate and expensive provision is made for conveying im-

pure air out, not only is very little done to prevent it from coming in, but the construction of the sewer service serves to facilitate the ingress of the most virulent and noxious gases much more surely than the arrangements for ventilating accomplish their purpose. A sewer pipe, when extended into a building, serves as a draft-flue, or chimney, drawing from the sewer or cesspool, and discharging its gaseous contents into the building. Traps are interposed to prevent such a result by sealing the pipes; but these are often emptied by a copious discharge of water from the roof or elsewhere into the pipes below the trap, producing a vacuum, by which the water in the trap is displaced, thus rendering it useless. Again: the water with which the trap is charged does not effectually obstruct the passage of sewer gas. Water, being a solvent of all gases, will take up from  $\frac{1}{50}$  part to 1,000 times its own volume of matter in this form, the amount varying according to temperature and kind of gas. The poisonous gases thus absorbed by the water in the trap are expelled by evaporation, and in this manner find access to human habitations by the very means relied upon to exclude them. It is, therefore, clear that sewer pipes should, in every case, be ventilated by carrying them full size, up to and above the roof, the trap being also used at every opening into the pipe. In addition to these precautions, if a branch be carried from the drain pipe to a point a little above the surface level outside the building, a draft will be supplied from the open air, instead of from the sewer, and thus the dangerous character of the contents of the house pipes may be materially lessened.

The buildings of this Institution were the first in this country constructed for the purpose of a school for the blind. The first story is but nine feet in the clear, and under the greater part, there is no basement, for which reason the introduction of pipes for heating and for sewer service has been far more difficult than is usual. Heat is derived by direct radiation from the condensation of steam. There are no flues for ven-

tilation, and reliance is had upon door and window openings for the ingress of fresh air. The supply of heat, however, is plentiful, and hence the windows are opened freely in all seasons.

Equally important in its effects upon the health of an establishment is the matter of diet. To meet the ever-increasing demands of the physical system in growing children, to render them strong and active in body and in mind, and capable of enduring the demands of study and of the vigorous moral, physical, and mental discipline to which they are necessarily subjected; they have been provided with an abundance of the most nourishing varieties of food.

The facilities for bathing are good, and the provision made for the care of the sick is excellent.

It would be idle to speculate in regard to the future, but we may refer with satisfaction to the excellent health record which the Institution has maintained for several successive years, as is set forth in the report of the Attending Physician, J. W. G. Clements, M. D., whose purposes and efforts have ever been in perfect accord with my own, and whose labors, protracted through a period of thirty-five years, have been rewarded with ever-increasing success.

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## THE SCHOOLS.

The course of study in the Literary Department is indicated in the table hereto annexed, which also shows the classification of the pupils in grades.

No children are so dependent upon external aids and the help of others for physical and intellectual development as those who are blind.

An idiot possessing all the perceptive faculties, will learn by imitation, that which a well-born and naturally intelligent

blind child, unaided, could not learn at all. A child deprived of hearing has none of the benefits of oral language, but he has the use of natural language, of which the blind child is deprived. He can see and thereby know the size, form, number, position, relation, and other attributes or qualities of objects about him of which the blind child knows nothing. By his own unaided observation, the deaf mute obtains knowledge of things without knowing their names; but the blind child hears names, yet thereby gets little or no correct knowledge of the things themselves. All about him in the world is strange and unknown. His ideas of things are apt to be distorted, whimsical and exaggerated. To him animals, buildings, ships, engines, all mechanical contrivances and implements, works of art, rivers, valleys, hills and mountains, the clouds, the sky, the moon, the sun, the stars—all things save the few that fall within his untutored grasp in the household and its environs—all sizes, shapes, all motions of beast, bird, or fish, of falling snow and rain—of rising billow, or breaker combing on the beach—all light of lamp, fire, moon, sun, and star, to him exist in but the name, being only what his imagination pictures them to be.

The feeble-minded child mistakes the shadow for the substance, the word for the thought. Thus, as some one has said, "Words are the money of fools!" But the intelligent child who is deprived of sight, who craves to know the substance of things, sees not even the shadow, but hears only a sound, empty of meaning to him, because the things, the name of which he hears in spoken sounds, are unknown to him.

If one would get a faint idea of the difficulties which surround the blind, let him on waking in the morning bandage his eyes so as to exclude all light; then arise, prepare his toilet in the dark, then attend to his devotions and take his breakfast in the dark, and then, with high courage, set out to make his conquests in the halls of learning or the marts of trade—all in the dark! Ah! a single day of such experience

faithfully pursued would teach a most valuable lesson about the difficulties which circumvent the blind; about their desire, so often unsatisfied, to do what others do, to go where others go, to know what others know, and would afford some little idea of the difficulties, the immense labor, and the exhausting care which attend their instruction, training and development, from infancy to years of discretion. In none is the desire for knowledge stronger than in the blind, and there are none whose capacity for instruction and development is greater, and yet the power to administer to their own wants in any direction is very limited. The mind of a blind child may be compared to a mill, supplied with motive power, grinding machinery and bolting apparatus—his ears the hopper, his teacher the miller, and knowledge the golden grain. It has no power to acquire the materials upon which to expend its forces. Its functions are chiefly receptive and passive, and must be forced, while the power to put forth well regulated, acquisitive effort, must be developed slowly and with great care.

From the cursory allusions to the conditions which blindness imposes, it may be inferred that the education of the blind is a work abounding with difficult problems in training and in discipline, and involving a variety of subjects, a minuteness of detail, and a degree of personal and individual contact between teachers and scholars, quite unknown in other departments of education.

For example, in the common and high schools of the country it is expected that the pupil will be instructed in literary, mathematical, historical and scientific branches only; music is learned as a specialty at home or in a school of music; and for the knowledge of some mechanic art, recourse is had to the workshop or the factory. But in an institution for the education of the blind, pupils must be taught how to walk, to prepare the toilet, to eat, to tie or button a shoe, to put on a garment, and many operations which sighted children learn

by imitation and quite unaided. They must be instructed in the branches which pertain to a thorough course of English education, and be furnished with the special apparatus necessary thereto; they must be supplied with the tuition and the practice necessary to a thorough course of musical study, including rudiments, the writing and reading of music in raised characters, piano, organ, singing, and piano tuning. To all this must be added the appliances needful for the instruction of male and female pupils in such mechanical operations as are available. Thus, such an institution is at once common and high school, music school, and workshop. Add to these its household department, and we have an establishment involving a variety and amount of work not equalled in the care and education of any other class of persons.

**Music.**—In the Music Department much attention is given to the tuning of pianos. This branch is of a mixed character, and requires a combination of musical and mechanical knowledge. It is one of the most important branches; and in every school for the blind should receive the attention which it deserves.

The pupils are also carefully trained in the art of writing and reading music in the New York Point System of Musical Notation.

An Instruction Book for the Piano has been published by the American Printing House for the Blind (the same having first been transcribed into the New York System by the patient exertions of Mr. Stephen Babcock, Miss A. A. Bush and Miss E. T. Parsons. It is in three small volumes; and to those who may acquire a sufficient practical knowledge of the system; this work cannot fail to be of great value. The book is in daily use in the Music Department of this school, and greatly facilitates the work of the teachers having in charge the advanced pupils, who constitute a training class in teaching. Facility in writing music correctly, ac-

cording to this system, can only be acquired by regular practice accompanied by careful criticism. The art of reading, however, will be greatly facilitated by the use of the printed Instruction Book, in which the impression is regular, firm and sharp. Apart from the special advantages which the system offers, the mental discipline which the study of it affords is admirable. It renders the perception quick, fosters the habit of fixing the attention, leads to correct habits of observation, requires the pupil to express the ideas which are presented to him in a new and original form, while absolute accuracy is required in the formation of the signs. It may be safely said, that as a means of mental discipline it is unsurpassed.

**MANUAL TRAINING.**—In the Industrial Department, cane-seating, mattress making, the use of the sewing and knitting machines, plain sewing, knitting, and a variety of other kinds of work, calculated to train both mind and hand, have been taught.

**PHYSICAL TRAINING.**—The physical training of the pupils has received a good deal of attention. Large classes of boys and of girls have been drilled in the practice of free gymnastics in a great variety of movements. Gymnastics are chiefly useful in developing the muscular system, but in the case of the blind it becomes a mental as well as a muscular drill. The pupil learns what the motion described by a particular name is, and how to produce it. The order in which the various exercises follow one another must be kept in mind, thus requiring rapid and correct action of the memory.

The pupil is compelled to keep time with an instrument, and in this way the idea of rhythm is developed. This is clearly seen in the case of pupils who, having vague and confused ideas of rhythm, and unable to play the accompaniments or perform the movements in time, have been greatly



facilitated by these exercises in acquiring a correct idea of the subject.

GOVERNMENT.—The discipline of the Institution is maintained and enforced by the exercise of moral and intellectual forces, and without resort to corporal punishment. In addition to the development of the faculties of the mind and the infusion of knowledge by means of the work done in the school room, the pupil should be trained to observe correct social and business habits, and to avoid such as are detrimental either to character or manners. To this end, a record of the conduct of each pupil is kept in respect to the following items among others, viz.: tardiness, inattention, idleness, improper practice of music lessons, neglecting duties, forgetfulness, carelessness, unwillingness, wilfulness, disorder, impoliteness and want of neatness.

We aim to avoid hyper-criticism and to present a plain record of facts, in which the pupil may study, as in a mirror, the features of his character, as indicated by his conduct from day to day.

The growth of bad habits is very insidious. The young are often unconscious of their development or quite indifferent to their effects. They subvert the will and impress the memory but slightly, and so, when they are made known, the information is regarded with incredulous, and sometimes with indignant surprise, and those who receive it kindly often lack the will power necessary to the mending of their ways. But such a record furnishes some of the incidents of personal history, reveals some of the features of personal character, which deserve daily attention, neutralizes the effects of treacherous memory, and affords a substantial basis of self-examination. Nothing is more common for those whose prospects have been blasted by bad habits, to say that they would have avoided such faults if any one had taken sufficient interest in them to call their attention to the matter.

Of course such repinings are often baseless and always useless. But if one to whose notice those matters are brought with admonition and instruction, will persist in growing up to be tardy, idle, careless, slovenly, disorderly, rude, or the like, the consequences must be laid to his own charge, and he cannot have even the poor satisfaction of pleading the neglect of others as being the cause of his sad condition.

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### GENERAL ADMINISTRATION.

An Institution for the Blind is necessarily more complex in its organization than any other establishment, whether educational or otherwise.

Each of its three departments of instruction—literary, musical and industrial—is a school in and of itself. Pupils, teachers, and employees, being resident, constitute a large family, the wants of which are numerous, varied, and incessant. The purchase of groceries, provisions, dry goods, and materials of various kinds at fair prices; the proper distribution and use of the same, the keeping of systematic and thorough books of account, the making and repairing of clothing, the maintenance of discipline, the care of the sick, the securing of prompt and faithful discharge of duty, are all the subjects of daily consideration.

Owing to the number and variety of branches in which the blind must be instructed, and for other causes, the amount of space which is required in the buildings is probably twice as great as is required in buildings for the care and education of a like number of sighted children of any other class. For the same reason, and also owing to their inability to help themselves, the working force required for the schools, household, and general administration, is much greater than is necessary in similar institutions for other defective classes. The gath-

ering up of facts in the search after knowledge in darkness and by the sense of touch is not only slow, but is in many respects peculiarly destructive to the objects of study and the means by which instruction is given. And it should be borne in mind that every new object with which the blind child comes in contact, is an object of inquiry and examination, in the process of which it is quite likely that the object will be anatomized.

The sense of sight, by which we are enabled to avoid accidents and those acts which deface and damage that which is designed for our pleasure and use, being absent; many mishaps occur, and the liability to waste and to severe usage and injury of property is unusually great. In the case of the feeble-minded and of the deaf and dumb, much of their time can be utilized in doing the work which is carried on for the purpose of their support and education, and for the maintenance of the establishment. Thus in the various domestic duties, in the kitchen, laundry, and dining-room, and elsewhere; in the workshops, in the garden, and in the field, and as substitutes for persons who would otherwise be employed, they can make a return in the products of their industry for the benefits received. This relation is very much like that of the apprentice who finds in the work which his master furnishes the education and training which he needs, and who pays for the same with the work which he does. But all this is quite impossible in a school for the blind.

For such reasons it is obvious that the maintenance, support, and education of the blind involves an outlay of labor and expense exceeding that required for any other class of defective persons, and is without any of the compensating features indicated above.

Taking all things into account, the work to be done for and upon the blind in a school for their education, is far greater in variety and amount than that required in the care and education of any other class of persons.

The constant aim has been to do all things reasonable and necessary in carrying out in detail the purpose for which the Institution was established, and to secure the utmost efficiency and the best attainable results in all its departments.

Teachers and officers have labored with patience, discretion, and intelligence in the discharge of their manifold and perplexing duties, and with rare exceptions, the conduct of the pupils has been exemplary, and their progress in study and in the development of character commendable.

All of which is respectfully submitted.

WILLIAM B. WAIT,

*Superintendent.*

## COURSE OF STUDY.

## SUB-PRIMARY.

## FIRST TERM.

Reading.  
Spelling.  
Arithmetic.

Tables.  
Calisthenics.

## SECOND TERM.

Reading.  
Spelling.  
Arithmetic.

Tables.  
Calisthenics.

## PRIMARY.

## FIRST TERM.

Spelling — Parker & Watson's — 20 words per day, with sounds of the letters, dictation and composition exercises, to page 33.

Reading.

Arithmetic — Stoddard's Primary, to page 38.

Number—3 steps, with objects.

Size, Form, Weight and Place.

Moral Lessons.

Point Writing.

Music Reading and Writing.

Calisthenics.

## SECOND TERM.

Spelling, as before, to page 58.

Reading.

Arithmetic—Stoddard's Primary, completed and reviewed.

Number, through 6 steps, with objects.

Object Lessons, including Human Body, Animals and Plants.

Moral Lessons.

Point Writing.

Music Reading and Writing.

Calisthenics.

## INTERMEDIATE.

## FIRST TERM.

Spelling—to page 73.

Reading.

Arithmetic—Stoddard's Rudiments, to page 34.

Geography—National Series, No. 1, complete.

History of England.

Moral and Object Lessons.

Point Writing.

Music Reading and Music Writing.

Compositions.

## SECOND TERM.

Spelling—to page 98.

Reading.

Arithmetic—Stoddard's Rudiments, to page 59.

Geography—Review, with maps.

History of England.

Moral and Object Lessons.

Point Writing.

Music Reading and Music Writing.

Compositions.

## SUB - JUNIOR.

## FIRST TERM.

Reading.  
 Arithmetic—Stoddard's Rudiments, to page 111.  
 Geography—National Series, No. 2.  
 American History—Willson's.  
 Moral and Object Lessons.  
 Spelling and Definitions—Worcester's Abridged Dictionary—lessons written from dictation.  
 Point Writing.  
 Music Reading and Music Writing.  
 Compositions.

## SECOND TERM.

Reading.  
 Arithmetic—Stoddard's, completed and reviewed.  
 Geography—National Series, No. 2, reviewed, with maps.  
 History—Willson's, completed and reviewed.  
 Object and Moral Lessons.  
 Spelling and Definitions—Worcester's Abridged Dictionary—lessons written from dictation.  
 Point Writing.  
 Music Reading and Music Writing.  
 Compositions.

## JUNIOR.

## FIRST TERM.

Writing.  
 Arithmetic—Stoddard's Intellectual, to page 114.  
 Spelling—completed.  
 Geography—National Series, No. 3.  
 Grammar—Clark's First, to page 73.  
 History—Worcester's Ancient.  
 Music Reading and Music Writing.  
 Compositions.

## SECOND TERM.

Writing.  
 Arithmetic—Stoddard's Intellectual, completed and reviewed.  
 Spelling and Analysis.  
 Geography—National Series, No. 3, reviewed, with maps.  
 Grammar—Clark's First, completed and reviewed.  
 History—Worcester's Ancient and Modern France.  
 Music Reading and Music Writing.  
 Compositions.

## SUB-SENIOR.

## FIRST TERM.

Arithmetic—Stoddard's Practical, to page 164.  
 Grammar—Brown's, to page 124, with Clark's.  
 History—Worcester's French.  
 Physiology and Hygiene—Jarvis & Beecher's.  
 Algebra—Davies' Elementary, to page 72.  
 Geography—National Series, No. 4.  
 Rhetoric.  
 Music Reading and Music Writing.  
 Compositions.

## SECOND TERM.

Arithmetic—Stoddard's Practical, completed and reviewed.  
 Grammar—Brown's, to page 241.  
 History—Worcester's  
 can and French.  
 Physiology and Hygiene.  
 Algebra—Davies' Elementary, to page 173.  
 Geography—National Series, No. 4, with maps.  
 Rhetoric.  
 Music Reading and Music Writing.  
 Compositions.

## SENIOR FIRST.

## FIRST TERM.

Algebra — Davies' Elementary, to page 217  
 Geometry — Davies' Legendre, Book First.  
 Logic—Davies'.  
 Natural Philosophy—Gray's, to page 60.  
 Science of Government—Young's, to page 100.  
 Mental Philosophy — Wayland's, ten chapters.  
 Rhetoric.  
 Music Reading and Music Writing.  
 Compositions.

## SECOND TERM.

Algebra — Davies' Elementary, completed and reviewed.  
 Geometry—Davies' Legendre, Second and Third Books.  
 Geology—St. John's.  
 Natural Philosophy—Gray's, to page 119  
 Science of Government — Young's, completed and reviewed.  
 Mental Philosophy—Wayland's, completed.  
 Rhetoric.  
 Music Reading and Music Writing.  
 Compositions.

## SENIOR SECOND.

## FIRST TERM.

Natural Philosophy—Gray's, to page 119.  
 Geometry—Davies', Books First, Second and Third, reviewed, and Fourth Book.  
 Arithmetic—Stoddard's University.  
 Chemistry—Silliman's.  
 Moral Philosophy—Wayland's, to page 88, with general review.  
 Music Reading and Music Writing.  
 Compositions.

## SECOND TERM.

Natural Philosophy — Gray's, completed.  
 Geometry—Davies' Legendre, Fifth and Sixth Books, with review.  
 Arithmetic—Stoddard's University.  
 Chemistry—Silliman's.  
 Moral Philosophy—Wayland's, to page 188, with general review.  
 Music Reading and Music Writing.  
 Compositions.

THE MANUFACTURING DEPARTMENT IN ACCOUNT WITH THE N. Y. INSTITUTION FOR THE BLIND.

Dr.

FOR THE YEAR ENDING SEPTEMBER 30, 1877.

Cr.

To Raw Material and Manufacturing Stock on hand September 30th, 1876.....	\$377 60	By Proceeds from Cane Seating.....	\$326 81
To Fixtures.....	905 00	"    "    Mattresses.....	1,050 82
To Material bought during year.....	1,057 85	"    Bills Receivable.....	826 17
To Profit on Work.....	1,052 46	"    Fixtures Sold.....	120 75
		"    Value of Materials on hand.....	284 11
		"    Fixtures on hand.....	784 25
	<u>\$3,392 91</u>		<u>\$3,392 91</u>
To Salaries and Wages .....		By Profit on Work.....	\$1,052 46
	<u>\$1,367 04</u>	"    Loss, after deducting salaries.....	314 58
			<u>\$1,367 04</u>



# LIST OF PUPILS.

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## MALES.

AGER, HARRY C.

BAUR, AUGUST.

BYRNE, THOMAS,

BARR, JAMES

BARRY, JOHN,

BLISS, WILLIAM,

BELFORD, THOMAS,

BORTHMAN, EDWARD,

BLISS, CHARLES,

BEECHER, FRANCIS J.

BAUSCHER, AUGUSTUS,

BURNS, ROBERT,

BROOKS, SAMUEL,

BROWN, JOHN J.,

BURKE, JAMES.

CONOD, EDWARD,

CARROLL, THOMAS,

CAUFIELD, PETER,

CARLL, FREDERICK,

CORCORAN, JOHN.

COFFIE, HENRY,

CONNELLY, JAMES,

COSTELLO, WILLIAM,

COSTELLO, THOMAS.

DA BEAR, SOLOMON,

DILLON, JOHN H.,

DALEY, SAMUEL.

EDWARDS, GEORGE.

FIRTH, OBED A.

GAMBLE, CHARLES G.,

GRAHAM, LEMUEL,

GARDINIER, ALBERT,

GROWNY, JAMES.

GRAHAM, JOHN F.

HARRING, WILLIAM R.,

HUNT, EDWARD A.,

HARRING, PATRICK,

HURLEY, JOHN.

HAZELTON, WILLIAM,

HACKET, STEPHEN,

HETNER, GEORGE W.

JOHNSON, WILLIAM H.,

KUNTZ, JOHN J.,

KROTLENTHALER, H. A.,

KEAGAN, JAMES.

KAVANAGH, JAMES,

KLEIN, ALFRED.

LINSSSEN, C. C.,

LOONEY, JOHN W.,

LARKIN, WALLACE,

LEIGH, GEORGE,

LUCAS, JOHN F.,

LYONS CHARLES V.

MYERS, THEODORE,

MEYERHAFFER, AUGUSTUS,

MAXWELL, WILLIAM H.,

MYERS, SAMUEL N.,

MATTHEWS, THOMAS,

McFARLAND, HARRY D.,

MEAD, WILLIAM G.,

MIERSON, HENRY,

McGUIRE, JOSEPH,

MURPHY, GEORGE.

MULLINS, WILLIAM H.,

McDUFF, JAMES H.,

MAHONY, JAMES,

McNICHOL, T. S.,

MUSLER, JOHN,

MULGREW, JOHN W.,

McGHAU, PETER.

NICHOLS, JOHN W.,

O'DWYER, GEORGE,

OSTER, HENRY,

O'BRIEN, MICHAEL

PARKER, HENRY P.,

PROVOST, AARON,

PAYNE, CHARLES.

ROGERS, JOSEPH,

RIMA, TERRENCE P.,

RAY, CHARLES C.,

ROGERS, EDWARD A.,

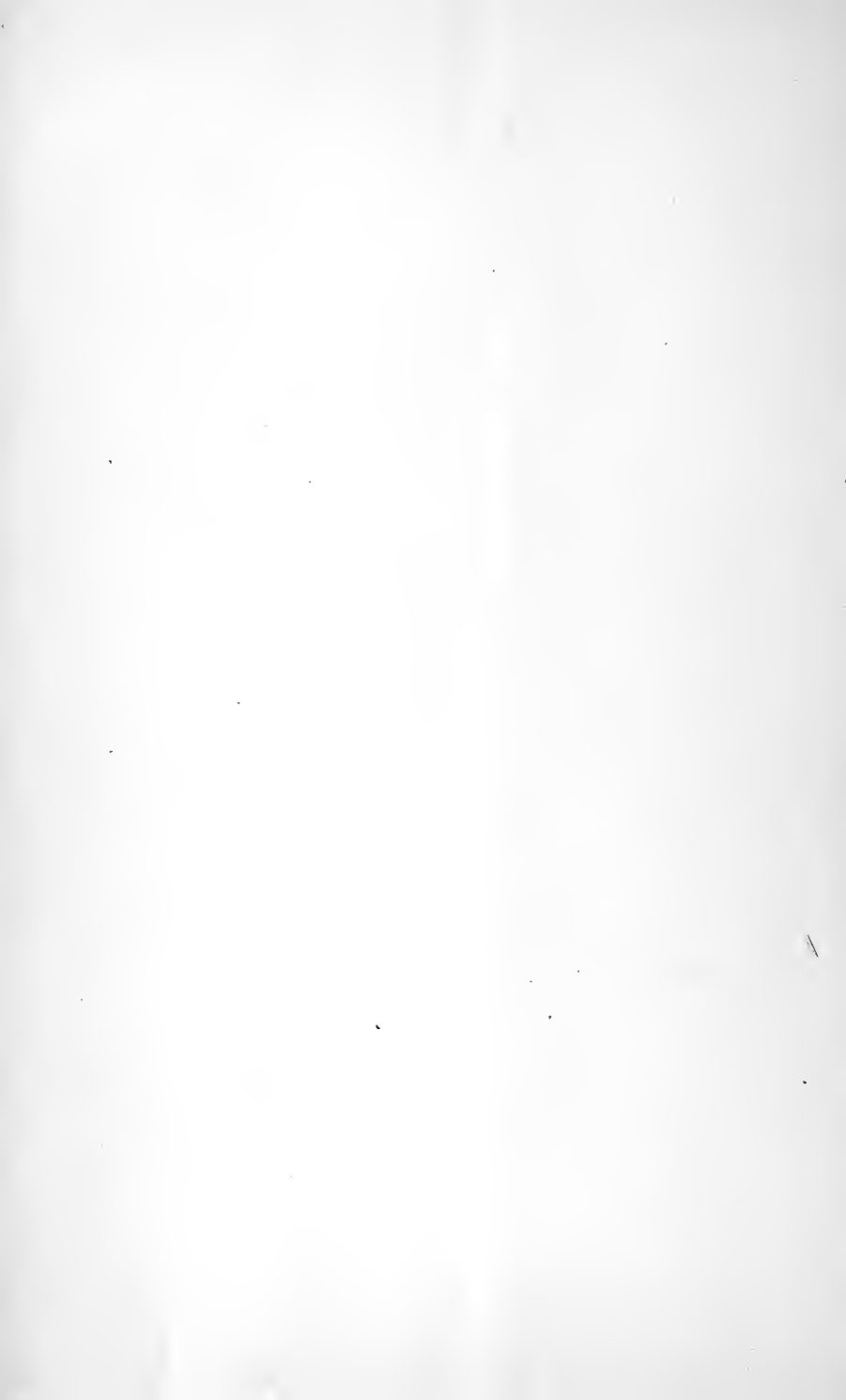
REIHER, LOUIS,

ROBINSON, WILLIAM,

RIDER, JONATHAN S.,

REILLY, MICHAEL

REGNER, WILLIAM,



FORTY-THIRD  
ANNUAL REPORT OF THE MANAGERS

OF THE

NEW YORK  
INSTITUTION FOR THE BLIND

For the Year Ending September 30, 1878.



LUX ORITUR.

"And I will bring the blind by a way that they knew not; I will lead them in paths that they have not known; I will make darkness light before them."—ISAIAH xlii, 16.

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NEW YORK:  
THE BRADSTREET COMPANY,  
279 BROADWAY.

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FORM OF A BEQUEST

TO THE

NEW YORK INSTITUTION FOR THE BLIND.

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I bequeath to my executors the sum of                      dollars,  
in trust, to pay over the same to the person who, when the  
same shall be payable, shall act as Treasurer to the New York  
Institution for the Blind, to be applied to the charitable uses  
and purposes of the said Institution, and under its direction.

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FORTY-THIRD  
ANNUAL REPORT OF THE MANAGERS  
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NEW YORK:  
THE BRADSTREET COMPANY,  
279 BROADWAY.



# Board of Managers.

1879.

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AUGUSTUS SCHELL,	-	-	-	-	-	<i>Patron.</i>
ROBERT S. HONE,	-	-	-	-	-	<i>Patron.</i>
D. LYDIG SUYDAM,	-	-	-	-	-	<i>Benefactor.</i>
THEODORUS BAILEY MYERS,	-	-	-	-	-	<i>Benefactor.</i>
JOHN TREAT IRVING,	-	-	-	-	-	<i>Benefactor.</i>
JAMES M. McLEAN,	-	-	-	-	-	<i>Benefactor.</i>
SMITH CLIFT,	-	-	-	-	-	<i>Benefactor.</i>
WILLIAM WHITEWRIGHT,	-	-	-	-	-	<i>Benefactor.</i>
WILLIAM C. SCHERMERHORN,	-	-	-	-	-	<i>Benefactor.</i>
CHARLES De RHAM,	-	-	-	-	-	<i>Benefactor.</i>
FRANCIS A. STOUT,	-	-	-	-	-	<i>Benefactor.</i>
WILLIAM B. HOFFMAN,	-	-	-	-	-	<i>Benefactor.</i>
F. A. SCHERMERHORN,	-	-	-	-	-	<i>Life Member.</i>
PETER MARIÉ,	-	-	-	-	-	<i>Life Member.</i>
FREDERICK W. RHINELANDER,	-	-	-	-	-	<i>Life Member.</i>
FREDERICK SHELDON,	-	-	-	-	-	<i>Life Member.</i>
CHANDLER ROBBINS,	-	-	-	-	-	<i>Member.</i>
CHARLES E. STRONG,	-	-	-	-	-	<i>Member.</i>
PHILIP SCHUYLER,	-	-	-	-	-	<i>Member.</i>
TEMPLE PRIME,	-	-	-	-	-	<i>Member.</i>

## Officers of the Board.

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AUGUSTUS SCHELL.....	<i>President.</i>
ROBERT S. HONE.....	<i>Vice-President.</i>
T. BAILEY MYERS.....	<i>Recording Secretary.</i>
WM. C. SCHERMERHORN.....	<i>Corresponding Secretary.</i>
WM. WHITEWRIGHT.....	<i>Treasurer.</i>

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## Standing Committees.

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### *Committee on Finance.*

JAMES M. McLEAN,	WILLIAM C. SCHERMERHORN,
	JOHN T. IRVING.

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### *Committee on Supplies, Repairs and Improvements.*

SMITH CLIFT,	FREDERICK SHELDON,
CHARLES DE RHAM,	PHILIP SCHUYLER,
	D. LYDIG SUYDAM.

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### *Committee on Instruction and Music.*

WILLIAM B. HOFFMAN,	CHANDLER ROBBINS,
FRANCIS A. STOUT,	CHARLES E. STRONG.

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### *Committee on Manufactures.*

F. A. SCHERMERHORN,	FREDERICK W. RHINELANDER,
PETER MARIÉ,	TEMPLE PRIME.

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The President shall be *ex-officio* member of all standing committees.

The Vice-President and Treasurer shall be *ex-officio* members of the Committee on Finance.—(*By Laws.*)



## Officers of the Institution.

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WILLIAM B. WAIT.....*Superintendent.*  
 JAMES W. G. CLEMENTS, M.D.....*Attending Physician.*  
 EDWARD L. BEADLE, M.D.....*Consulting Physician.*

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### *Consulting Surgeons.*

JOHN H. HINTON, M.D.                      ABRAM DUBOIS, M.D.

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### *Teachers in the Academical Department.*

STEPHEN BABCOCK,	MISS C. BOOMHOUR,
FRANK F. NOYES,	MISS FANNIE B. SHERMAN,
MISS L. CARPENTER,	MISS H. PHILLIPS.
MISS ARTHINE A. BUSH,	MISS L. A. ROGERS.

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### *Teachers in the Musical Department.*

THEODORE THOMAS, *Director.*

FREDERICK HENSSLER.....*Vocalization and Class Singing.*  
 ALBERT R. PARSONS.....*Piano.*  
 FREDERICK FIELDING.....*Piano Tuning.*  
 MISS H. A. BABCOCK.....*Piano and Organ.*  
 MISS CATHERINE CONNELL.....*Piano.*  
 MISS E. T. PARSONS.....*Piano and Organ.*

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### *Teachers in the Industrial Department.*

WARREN WATERBURY.....*Teacher of Mattress Making.*  
 DANIEL MCCLINTOCK.....*Teacher of Chair Caning.*  
 MISS ANNA SHERIDAN.....*Upholstress.*

*Fancy-Work Department.*

(Under the direction of Assistant Matron.)

*Teachers.*

MISS M. E. REDWOOD,

MISS ANN COX,

MISS HANNAH RODNEY

*House Department.*JOHN ALLYN, *Steward.\***Matron,*

MRS. MARY A. HAYES.

*Assistant Matron,*

MISS L. A. HASKELL

*Juvenile Department.*

MISS ANNIE HAMLIN,

MISS ELIZA MAHONY.

*Reception Room and Fancy Work.*

MISS L. A. ROGERS,

MISS ALICE HATCHMAN,

MISS HANNAH RODNEY.

*Hospital Nurse.*

MISS E. M. CLEALAN and an Assistant.

\*Mr Allyn is also Agent of the Manufacturing Department.

# R E P O R T.

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*To the Honorable the Legislature of the State of New York :*

The Managers of the New York Institution for the Blind, in compliance with the provisions of the Act of the Legislature of the State of New York, respectfully submit their report for the year ending September 30th, 1878.

The Managers report that eight of the pupils of the Institution were in the early part of the year ill with the measles ; but by care and judicious management, the disease was confined to them.

For the particulars respecting the same, we refer to the report of the Attending Physician which is hereto annexed.

There has been no death in the Institution for the past year, making the tenth consecutive year in which no death record has been made. The general health of the pupils has been good. The finances of the Institution have been carefully and faithfully managed, and the income together with the money received from the State has been sufficient to meet current expenses.

As required by the Act of the Legislature passed in 1873, we make the following statement of all the money received and expended by the Institution for the year ending September 30th, 1878 :

RECEIPTS AND EXPENDITURES FOR THE YEAR ENDING  
SEPTEMBER 30TH, 1878.

*Receipts.*

Cash on hand September 30, 1877.....	\$6,404 22
Received from the State Appropriation made for the Benefit of the Institution.....	52,643 49
Received from other sources.....	71,307 60
	<hr/>
Total receipts.....	\$130,355 31

*Expenditures.*

For Salaries of Officers and Wages .....	\$22,535 27
Provisions and Supplies.....	17,004 71
Clothing .....	6,106 09
Fuel .....	2,705 80
Gas .....	1,391 50
Furniture and Fixtures.....	3,620 00
Traveling Expenses.....	431 67
Repairs and Improvements.....	7,037 14
Croton Water.....	65 00
Music and Instruction .....	811 10
Insurance.....	608 90
All other Ordinary Expenses.....	4,238 06
	<hr/>
Total .....	\$66,555 24
Extraordinary Expenditures.....	54,541 83
	<hr/>
Total Expenditures.....	\$121,097 07
	<hr/> <hr/>

The report of the Treasurer which is hereinafter set forth, furnishes a particular account of the receipts and disbursements of the Institution for the past year.

The following is a list of the legacies and donations received from time to time, up to September 30th, 1878.

The Institution has credited the moneys received by it either as legacies or donations to their proper sources in the legacy account.

## LEGACIES.

Miles R. Burke.....	\$2,000 00
Jane Van Cortlandt.....	300 00
Isaac Bullard.....	101 66
Elizabeth Bayley.....	100 00
John Jacob Astor.....	5,000 00
William Bean.....	500 00
Peter Gerard Stuyvesant.....	3,000 00
John Horsburgh.....	5,000 00
Elizabeth Demilt.....	5,000 00
Sarah Demilt.....	2,000 00
C. D. Betts.....	40 00
Sarah Penny.....	500 00
Sarah Bunce.....	500 00
Elizabeth Idley.....	196 00
Samuel S. Howland.....	1,000 00
William Howe.....	2,985 14
Margaret Fritz.....	100 00
James McBride.....	500 00
Charles E. Cornell.....	521 96
Charles E. Demming.....	50 00
Mrs. DeWitt Clinton.....	200 00
W. Brown.....	465 00
Elizabeth Gelston.....	1,000 00
Robert J. Murray.....	500 00
Seth Grosvenor.....	10,000 00
Elijah Withington.....	100 00
Benjamin F. Butler.....	800 00
Frissell Fund.....	2,000 00
Simeon V. Sickles.....	6,561 87
Anson G. Phelps.....	5,675 68
Thomas Reilly.....	2,254 84
Elizabeth Van Tuyl.....	100 00
Thomas Egleston.....	2,000 00
Sarah A. Riley.....	100 00
William E. Saunders.....	725 84
Thomas Eddy.....	1,027 50

Robert C. Goodhue.....	1,000 00
Jonathan C. Bartlette.....	190 00
Stephen V. Albro.....	428 57
John Penfold.....	470 00
Madam Jumel.....	5,000 00
Mrs. Steers.....	34 66
Thomas Garner.....	1,410 00
Chauncey and Henry Rose.....	5,000 00
Elizabeth Magee.....	534 00
John J. Phelps.....	2,350 00
Rebecca Elting.....	100 00
Regina Horstien.....	250 00
G. Martens.....	500 00
John Alstyne.....	10,320 44
Elizabeth and Sarah Wooley.....	5,984 83
Benjamin Nathan.....	1,000 00
Thomas M. Taylor.....	6,151 94
Simeon Abrahams.....	2,804 00
James Peter Van Horne.....	20,000 00
Caleb Swan.....	500 00
Mrs. Adeline E. Schermerhorn.....	10,000 00
Henry H. Munsell.....	3,396 32
Thomas C. Chardevoyne.....	5,000 00
William Dennistoun.....	11,892 77
William B. Astor.....	5,000 00
Benjamin F. Wheelwright.....	1,000 00
George T. Hewlett (Executor).....	500 00
Ephraim Holbrook, with additional premium on bonds.....	35,307 26

At the close of the fiscal year ending September 30th, 1878, there was invested of the said account in United States Bonds and New York City Stocks, the sum of one hundred and forty-two thousand dollars at their par value, for which was paid one hundred and forty-six thousand, ninety-four and  $\frac{41}{100}$  dollars, and the balance of said fund has been charged as an investment in real estate and improvement, the same having been used in enlarging and improving the buildings and

property of the Institution, as stated in the annual report made to the Legislature last year.

During the last year, the Institution has received in addition to the amount mentioned in the last annual report, the sum of twenty-three thousand, five hundred and forty-nine and  $\frac{4.9}{100}$  dollars, being on account of a legacy bequeathed to it under the will of the late Ephraim Holbrook, which amount is included in the foregoing list of legacies.

Since the close of the fiscal year, the Institution has received from the estate of Ephraim Holbrook, four thousand, one hundred, fifty and  $\frac{9.0}{100}$  dollars.

The Managers respectfully request that the annual appropriation made by the Legislature for each State pupil for the last year be continued for the coming year to this Institution.

In submitting this their annual report, they take this opportunity to tender their acknowledgments for the consideration and active co-operation which they have always received from your Honorable Body, and for the warm interest which you have always taken in the welfare of the pupils under their charge.

They also desire to bear testimony to the fidelity with which the Superintendent and other employees of the Institution have discharged their various and arduous duties.

We feel great satisfaction in knowing that through their zeal and efforts, the Institution is now recognized as one of the most prominent as well as one of the best managed of the charitable institutions of our country, and that through it, those who would otherwise have

been helpless and a burden upon their friends, are educated and trained to become useful and honored members of society.

All of which is respectfully submitted.

THE NEW YORK INSTITUTION FOR THE BLIND.

AUGUSTUS SCHELL, *President.*

T. BAILEY MYERS, *Secretary.*

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*City and County of New York, ss. :*

AUGUSTUS SCHELL, of said city, being duly sworn, saith: That he is President of the New York Institution for the Blind; and that the above report, signed by him, is true, to the best of his knowledge and belief.

AUGUSTUS SCHELL.

Sworn to before me this 11th }  
day of January, 1879. }

JOHN V. B. THAYER,  
*Notary Public.*



## FOR THE BLIND, FOR THE YEAR ENDING SEPTEMBER 30, 1878.

13

To Balance Cash from September 30th, 1877.....	\$6,404 22
" Cash received from the State of New York....	52,643 49
" " " New Jersey.....	7,283 82
" " " County of New York..	5,078 25
" " " Kings.....	1,830 00
" " " Queens.....	91 50
" " " Legacies.....	23,549 49
" " " Fairs and Exhibitions ..	195 75
" " " Clothing.....	310 24
" " " Sales of Manufactures....	1,946 76
" " " Interest.....	6,713 69
" " " Mount Hope.....	341 75
" " " " Taxes.....	20 48
" " " Donations.....	31 68
" " " Petty Accounts.....	986 21
" " " U. S. Sixes, 1881.....	23,522 50
" " " Sundries.....	405 48
	<u>\$130,355 31</u>

Examined and found correct, }  
December 16, 1878.

JAMES M. McLEAN,  
WM. C. SCHERNERHORN, } *Finance Committee.*  
JOHN T. IRVING,

By Cash paid for Supplies.....	\$19,710 51
" " Salaries and Wages.....	22,535 27
" " Clothing.....	6,106 09
" " Furniture and Fixtures.....	3,620 00
" " Repairs and Alterations.....	7,720 78
" " Traveling Expenses.....	431 67
" " Groton Water.....	65 00
" " Gas.....	1,391 50
" " Invest. U. S. 4 p. ct. Reg. Stocks	23,186 88
" " Taxes and Improvements.....	6,494 78
" " Music and Instruction.....	811 10
" " Insurance.....	608 90
" " Manufacturing Department....	1,492 96
" " Petty Account.....	4,238 06
" " U. S. Sixes.....	22,522 50
" " Fairs and Exhibitions.....	161 07
By Balance on hand.....	9,258 24
	<u>\$130,355 31</u>

WM. WHITEWRIGHT, *Treasurer.*

## Attending Physician's Report.

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*To the Board of Managers of the New York Institution  
for the Blind:*

*Gentlemen:*—Your Attending Physician would present the following report for the year ending December, 1878.

Heretofore in my annual reports I have, for the sake of brevity, dealt simply with results; but as the experience of the last twelve months demonstrates so emphatically the practice of years, I deem it not inappropriate to detail at length the experience of the past year, vindicating, as it does, what I have heretofore claimed, that our immunity from death and disease is the result of vigilance and intelligence which direct the affairs of the Institution—vigilance in detecting causes as soon as they commence to develop, and intelligence in discovering and applying the remedy.

In March last a boy who returned from home on Monday was on the following Friday taken with measles. Investigation showed cases in his family. On the next day another boy was taken down who presented exactly the same history. The length of time during which the two boys had free intercourse with the rest of the pupils satisfied me that it might become epidemic.

The bedding of these pupils was immediately removed to the contagion ward, dormitories and dressing rooms cleaned, and the boys' clothing removed from their closets and drawers, and other precautions enforced. By these means the cases were limited to eight, and confined to the boys' side, with one exception—that of a girl who was seen playing on a mattress taken from a bed, which in course of being moved was temporarily left in the girls' yard. In about seven days after, she sickened. The customary precautions were taken on the girls' side, and the disease was limited to this one case.

There are two facts to which I would particularly call attention: one, the introduction of the disease from the outside; the other, our ability to confine the disease to a few cases after it had been introduced and occultly making headway for about three weeks. The first case occurred on the 8th of March, and the last (that of the girl) on the 5th of April. Now, unless we were in a perfect sanitary condition, and our sanitary condition perfect, these results could have never been obtained.

There has been the usual amount of trifling ailments and four cases of grave character.

Another year (the tenth) has closed without a death in the Institution.

All which is respectfully submitted.

J. W. G. CLEMENTS.

*Attending Physician.*

## Report of the Superintendent.

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*To the Board of Managers:*

*Gentlemen:*—At the close of the last year, September 30, 1877,

The number of pupils was .....	185
Admitted to September 30th, 1878.....	35
	<hr/>
	220
Reductions.....	20
	<hr/>
Number of pupils September 30th, 1878 .....	200

### CAUSATION.

As pupils are not often received until long subsequent to the loss of sight, it is, with few exceptions, impossible to procure exact information in regard to causation. Still, the record contains some facts not easily attainable elsewhere, and hence is continued from year to year.

TABLE OF CAUSATION.

CAUSES OF BLINDNESS.	AGES.													Age Unknown.	Total of Known Cases Classified.	Unknown Cases Classified.	Total.
	Born Blind.	1	2	3	4	5	6	9	11	12	16	17					
Amaurosis . . . . .	3	.	.	.	1	.	.	.	.	.	.	.	.	3	.	3	
Cataract . . . . .	1	.	.	.	.	.	.	.	.	.	.	.	.	1	.	1	
Paralysis . . . . .	.	.	.	.	.	1	.	.	.	.	.	.	.	1	.	1	
Ophthalmia . . . . .	.	2	.	.	.	.	.	.	.	.	.	.	1	1	4	4	
Granular Lids . . . . .	.	.	.	.	.	1	.	.	.	.	.	.	.	1	.	1	
Measles . . . . .	.	.	.	.	.	.	.	1	1	.	.	.	.	2	.	2	
Small Pox and Measles . . . . .	.	.	.	.	.	1	.	.	.	.	.	.	.	1	.	1	
Typhus Fever . . . . .	.	.	.	1	.	.	.	.	.	.	.	.	.	1	.	1	
Scarlet Fever . . . . .	.	1	.	.	.	1	1	.	.	.	.	.	.	3	.	3	
ACCIDENTS.																	
Injury to back of head by Fall . . . . .	.	.	.	.	.	1	.	.	.	.	.	.	.	1	.	1	
Struck in eye by Percussion Cap . . . . .	.	.	.	.	.	.	.	.	1	.	.	.	.	1	.	1	
Injury to eye by Knife . . . . .	.	.	.	1	.	.	.	.	.	.	.	.	.	1	.	1	
Injury to one eye . . . . .	.	.	.	.	.	.	.	.	.	1	.	.	.	1	.	1	
Unknown . . . . .	.	4	1	.	.	.	.	.	.	.	1	.	7	.	13	13	
Totals . . . . .	4	7	1	2	1	5	1	1	2	1	1	1	8	.	.	35	

## OTHER CASES OF BLINDNESS IN FAMILY.

Mother of one blind from infancy, father partially blind.

Five had brother or sister blind.

Father of one lost sight of one eye.

Grandfather of one partially blind in one eye.

## HEALTH.

This completes the tenth consecutive year in which no death has occurred at the Institution. And yet success in preventing disease, and in curing and suppressing it after its inception, is better evidence

of sanitary management and condition than a clean record of mortality. In these respects the record is very creditable.

An indication of the sanitary condition is also found in the expenses for medicines, which for the past five years have been as follows:

1874.....	\$39 47
1875.....	39 88
1876.....	24 75
1877.....	45 01
1878.....	22 06
<hr/>	
Total.....	\$169 17
Average.....	33 83

Of this total expenditure for five years about one half was for eye prescriptions, and of the remainder \$14.75 was expended for alcoholic stimulants.

For further information attention is called to the interesting report of Dr. J. W. G. CLEMENTS, the Attending Physician.

## THE SCHOOLS.

The conditions imposed by the loss of sight are such that, in addition to the instruction given in the branches included in a thorough course of English education, there should be added such branches as are adapted to meet those necessities which grow out of blindness, and such also as may be utilized in after life.

Three departments of instruction—viz., the literary, musical, and industrial—are essential to the proper and efficient organization of a school for the blind.

The notable attainments of the blind in music, literature, politics, law, mathematics, natural history, and general learning, prove that they have a strong and just claim to liberal advantages, and justify the most ample provision for affording them a broad and liberal education. Blindness restricts the methods of instruction and renders progress slow, but it does not in itself incapacitate the mind. Blind children are sometimes below mediocrity; but blindness and feeble-mindedness are in such cases only coincident. I have never seen a case in which idiocy or feeble intellect was consequent upon the loss of sight.

The threefold character of the school, the expensiveness of the special apparatus required in the instruction, and the necessity for individual teaching, all combine to swell the cost of maintenance.

The expenditures have not been greater than would support the institution in an efficient and healthful manner.

The course of instruction is essentially the same as heretofore.

Upon the soundness and thoroughness of the work done in the literary department will depend, in a great degree, the success of the pupils in the other departments. Every branch of study and work should be regarded not simply as an end, but as the means to an end, and should be used as such in the processes of education. There is, however, a strong temptation to undervalue the difficult and sometimes monotonous drill of the school room, and to give preference to the less exacting tasks of the industrial department, or the

more entertaining studies of the music school. Such an error in regard to the proper relations of the several departments must result in permanent injury.

The scheme of study in the literary department appended hereto is followed as closely as the circumstances will permit.

Music is taught with the special purpose of preparing the pupils for teaching. The vocal department includes classes in rudiments, chorus and part singing, and voice training. The instrumental department includes the piano and organ. The acquirement of knowledge in the science of music, and the attainment of proficiency in any branch of musical art, involve a course of careful study, and the most patient and incessant toil. The blind, being deprived of the pleasures of sight, are impelled to seek the pleasures of the sense of hearing. Through all the study and the tiresome toil there flows the stream of the pleasures of music; and the student, disappointed by the roughness of the way, and allured by love of pleasure, sometimes leaves the hard path of study, embarks upon the stream, and floats on, unconscious of the fact that with the cessation of toil and study, the stream becomes shallower and more shallow, until at last it disappears, and he is left, stranded and unprofited, to lament over his misspent opportunities.

The maintenance of a well-equipped musical department is of prime importance in any school for the blind. It should be devoted to practical uses only. Pleasure and entertainment are inseparable from the pursuit, but should never be made the object of it.



Piano-tuning is a branch which is followed with great advantage by such of the pupils as possess the necessary qualifications. Many who have no aptness for teaching may become excellent tuners. As an evidence of the value of this department, and of the capacity of the blind in this occupation, it may be mentioned that they are employed by the best makers of pianos in this and other cities; and also that the pianos in the public schools of the city of Boston are now tuned by pupils of the Boston School, and a portion of the pianos in the schools of Hudson City, Paterson and New York City, are tuned by blind persons instructed in this School.

In the industrial department, mattress-making, cane-seating, sewing, knitting, the use of the sewing and knitting machine, and various styles of fancy work, are taught. The disability which compels the blind to work in darkness places them at great disadvantage as against the hand work of those who work by sight; while the use of machinery in the manufacture of brooms, mats, brushes, and almost every article which has been regarded as specially adapted to the mechanical capacity of the blind, has rendered these trades wholly impracticable in many places. These conditions unerringly indicate that the training of the *young* blind should prepare them for those pursuits in which such competition shall not be met, to which eyesight is not absolutely essential, and in which knowledge, tact, energy, perseverance, good address, and a good character, are the chief requisites.

## CONVENTION AT COLUMBUS.

The Fourth Biennial Convention of the American Association of Instructors of the Blind was held in August last at the Institution for the Blind at Columbus, Ohio. Twenty-two American and English Institutions were represented. The members of the Convention were most hospitably entertained by the trustees and officers of the Ohio Institution, and received an address of welcome from his Excellency Governor BISHOP, of Ohio.

The sessions were fully occupied in the consideration of important matters connected with the education of the blind and the management of Institutions. A special committee, consisting of Mr. FRANK BARRINGTON, of Baltimore, Mr. THOMAS REEVES, of Boston, and Mr. STEPHEN BABCOCK, of New York, appointed at the Philadelphia Convention, in 1876, to examine and report upon the subject of tangible music-notation for the use of the blind, recommended the New York Point System, which has already become well established in many of the Institutions. The system is thorough, and completely adapted to the reproduction of any musical form. For beginners it can be used in its most amplified form, while those who are proficient in its use have recourse to contractions and methods of abbreviation. The New York Point System constitutes the substantial foundation on which the literature of music, in tangible form, has at last been permanently established.

Embossed text-books of the various branches of

study are often of little avail for *class* work, in the literary department, owing to the wide range of ability in respect to finger reading among scholars of the same mental grade; but this difficulty is not encountered in the music department, inasmuch as the instruction is given individually, and hence music in embossed form can be utilized in each case according to the capacity of the pupil. Music is justly regarded as one of the pursuits which may be followed by the blind with good success; and it is of paramount importance that books of music in embossed type be multiplied until the library shall include all that is essential to a thorough course of musical study, together with standard works in all departments, by the best authors and composers.

The next Convention will be held at Louisville, in 1880.

The work of the several departments during the past year has been executed with fidelity and good judgment, by the teachers and officers, and, as a rule, the progress of the pupils has been satisfactory, and their deportment commendable.

All of which is respectfully submitted.

WILLIAM B. WAIT,

*Superintendent.*

# THE N. Y. INSTITUTION FOR THE BLIND IN ACCOUNT WITH THE MANUFACTURING DEPARTMENT,

FOR THE YEAR ENDING SEPTEMBER 30th, 1878.

Dr.

Cr.

To Raw Material and Manufacturing Stock on hand	
September 30th, 1878.....	\$284 11
To Fixtures.....	784 25
" Material bought during year.....	1,206 88
" Salaries and Wages—	
Boys' shop accounts.....	\$206 46
Employees .....	1,168 00
	<hr/> 1,374 46

---

\$3,649 70

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By Proceeds from Cane Seating.....	\$407 47
" " Mattresses .....	1,571 33
" Debts Receivable.....	394 29
" Value of Materials on hand.....	272 44
" Fixtures on hand Sept. 30, 1878.....	784 25
" Amount of deficiency after paying salaries and wages .....	219 92

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\$3,649 70

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# LIST OF PUPILS.

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## MALES.

AGER, HARRY C.  
BAUR, AUGUST,  
BYRNE, THOMAS,  
BARR, JAMES,  
BARRY, JOHN,  
BLISS, WILLIAM,  
BELFORD, THOMAS,  
BORTHMAN, EDWARD,  
BLISS, CHARLES,  
BECHER, FRANCIS J.,  
BAUSCHER, AUGUSTUS,  
BURNS, ROBERT,  
BROOKS, SAMUEL,  
BROWN, JOHN J.,  
BURKE, JAMES,  
BLAKE, JOHN,  
BLISS, JOHN,  
CONOD, EDWARD,  
CAUFIELD, PETER,  
CARLL, FREDERICK,  
CORCORAN, JOHN,  
COFFIE, HENRY,  
CONNELLY, JAMES,  
COSTELLO, WILLIAM,  
COSTELLO, THOMAS,  
DA BEAR, SOLOMON,  
DILLON, JOHN H.,  
DALEY, SAMUEL,  
DONNELLY, HUGH,  
DELANEY, THOMAS F.,  
DONOHUE, EDWARD J.,  
EDWARDS, GEORGE,  
FIRTH, OBED A.,  
FINCKS JOHN,  
GARDINIER, ALBERT,  
GROWNY, JAMES,  
GRAHAM, JOHN F.

## FEMALES.

ARMSTRONG, ELIZABETH,  
ARMOUR, ELIZABETH,  
BARRETT, JULIA,  
BOLLARD, MARGARET,  
BOLGER, HENRIETTA,  
BLISS, BARBARA,  
BERGEN, CATHARINE E.,  
BUTTEL, GRETCHEN,  
BEREAN, ADELLA G.,  
BUCKALEW, IRENE,  
BURMANN, P.,  
CRAWFORD, MARY E.,  
COFFEY, MARGARET,  
CREGAN, MARY F.,  
CADDON, ISABELLA,  
COLLINS, MARY,  
CREAGLE, GERTRUDE M.,  
CONKLIN, JANE,  
CUNNINGHAM, SUSAN E.,  
CASEY, ELIZABETH,  
CAMERON, MARGARET,  
DORIS, ELLEN,  
DONOVAN, MARY,  
DUFFY, ELLEN,  
DUNNER, ELIZABETH,  
DOWDALL, MARY C.,  
DIRKES, MENA,  
DURGAN, CHLOE C.,  
EISENSCHMIDT, CLARA,  
EDDY, JESSIE M.,  
FICHTEL, AMELIA D.,  
FLYNN, ELIZABETH,  
FLINT, ELLEN,  
FRANCIS, MARGARET A.,  
GRIESHABER, ELIZABETH,  
GINGER, ELIZABETH S.,  
GLENNY, MINNIE,

HARRING, WILLIAM R.,  
HUNT, EDWARD A.,  
HARRING, PATRICK,  
HURLEY, JOHN,  
HAZELTON, WILLIAM,  
HACKET, STEPHEN,  
HETNER, GEORGE W.

JOHNSON, WILLIAM H.

KROTLENTHALER, H. A.,  
KLEIN, ALFRED,  
KOCH, FREDERICK.

LINSSEN, C. C.  
LOONEY, JOHN W.,  
LARKIN, WALLACE,  
LUCAS, JOHN F.,  
LYONS, CHARLES V.,  
LINDEN, JACOB,

MEYERHAFFER, AUGUSTUS,  
MYERS, SAMUEL N.,  
MATTHEWS, THOMAS,  
McFARLAND, HARRY D.,  
MEAD, WILLIAM G.,  
MIERSON, HENRY,  
McGUIRE, JOSEPH,  
MURPHY, GEORGE,  
MULLINS, WILLIAM H.,  
McDUFF, JAMES H.,  
MAHONY, JAMES,  
McNICHOL, T. S.,  
MUSLER, JOHN,  
MULGREW, JOHN W.,  
McCARTY, WILLIAM,  
McGHAN, PETER,  
MOSHER, EDWARD A.

NICHOLS, JOHN W.,

O'KANE, SIMON,  
O'DWYER, GEORGE,  
OSTER, HENRY,  
O'BRIEN, MICHAEL,  
O'KEEFE, AUGUSTUS V.,

PARKER, HENRY P.,  
PROVOST, AARON,  
PAYNE, CHARLES,

ROGERS, JOSEPH,  
RINN, TERRENCE P.,  
RAY, CHARLES C.,  
ROGERS, EDWARD A.,

GORMAN, MARY,  
GILLIES, LUCY.

HENNESSY, MARGARET,  
HETZEL, ANNIE,  
HENNESSY, ELIZABETH T.,  
HOLLEY, CATHERINE F.,  
HILTON, ESTHER A.,  
HAYES, FRANCES H.,  
HAAG, CAROLINE,  
HELLMUND, ALWEINE,  
HORTON, AGNES R.,  
HOGAN, MARY E.,  
HANCOCK, IDA,

JUSTIN, LOUISA,  
JOHNSON, DELIA M.,  
JACKSON, ISADORE,  
JANICKE, ANNIE M. C.

KELLY, ELIZABETH,  
KEOGLE, MATILDA,  
KAUFFUNGER, ROSA L.

LENT, JOSEPHINE,  
LOWE, EMMA,  
LOCHMOND, ROSA,  
LONG, MARY E.,  
LAZARUS, MARY,  
LYONS, MARY,

MULLANY, MARY E.,  
MULLANE, ELLEN,  
MULLANY, DORENDA,  
MULHOLLAND, EMILY,  
MALONE, MARY,  
McDONALD, ALICE E.,  
McGUIRE, MARY T.,  
MARTIN, HARRIET,  
McINTEE, ANN,  
MAXWELL, BRIDGET,  
MURTHA, ANNA,  
MADDEN, MARY A.,  
MILLER, LOUISA,  
McGUIRE, ANNIE,  
MANNING, MARGARET,  
MOONEY, MARY,  
MENTER, CATHERINE,  
MILLER, AMELIA,  
MULHOLLAND, MARY R.

NOLAN, ANN,  
NEWMAN, JENNIE,

O'NIELL, CATHERINE,  
O'HALLORAN, ELIZABETH,  
O'KEEFE, CATHERINE,  
O'NEILL, MARY,  
O'SULLIVAN, KATE,

REIHER, LOUIS,  
 ROBINSON, WILLIAM,  
 RIDER, JONATHAN S.,  
 REILLY, MICHAEL,  
 REGNER, WILLIAM,  
 ROWE, LESLIE,  
 REILLY, JOHN MCCOY,

STANTON, THOMAS,  
 SATTLER, JOHN,  
 SCHATT, WILLIAM,  
 SCHWEICH, FRANZ J.,  
 SMITH, JOHN W.,  
 SCULLEY, BENJAMIN F.,  
 SCHAFFEL, HENRY L.,  
 STRICKLAND HOLMES,  
 SWINT, MICHAEL,

THOMPSON, THOMAS M.

WORTMAN, JESSE,  
 WALTHER, CHARLES,  
 WILSON, GEORGE,  
 WOLVEN, FRANKLIN,  
 WILLOW, STEPHEN F.

YANOWITZ, ADOLPH,

ZAISS, ALFRED,  
 ZIMMERMAN, ADAM.

PARKINSON, ANNIE E.,  
 PURDY, SUSIE V.,  
 PFISTER, ELIZA,  
 PRICE, EMMA,

RUSSELL, HANNORAH,  
 ROBINSON, ELIZABETH,

SMITH, MARGARET A.,  
 SCHLOSSEN, CATHERINE,  
 SCHAEFER, MATILDA,  
 SULLIVAN, ANNE,  
 SAMUEL FANNY E.,  
 SANDERSON, ANNIE,  
 STANTON, CATHERINE F.,  
 STAATS, MARY ELLEN,  
 SMITH, ISABELLA E.,  
 STROBEL, ELLEN,  
 STEWART, FRANCES E.,  
 STAAB, SOPHIA,

TURNER, EMMA,

VASSAR, MARY ANN,

WARD, EMMA,  
 WALLACE, ELIZA,  
 WHITE, ABIGAIL,  
 WALLEN, LILLIAN,  
 WILLIAMS, MARGARET,  
 WYATT, FREDERICA,  
 WRIGHT, ELEANORA,

YOUNG, FAY M.,  
 YOUNG, JANETTE E.





FORTY-FOURTH  
ANNUAL REPORT OF THE MANAGERS  
OF THE  
NEW YORK  
INSTITUTION FOR THE BLIND

For the Year Ending September 30, 1879.



LUX ORITUR.

"And I will bring the blind by a way that they knew not; I will lead them in paths that they have not known; I will make darkness light before them."—ISAIAH xlii, 16.

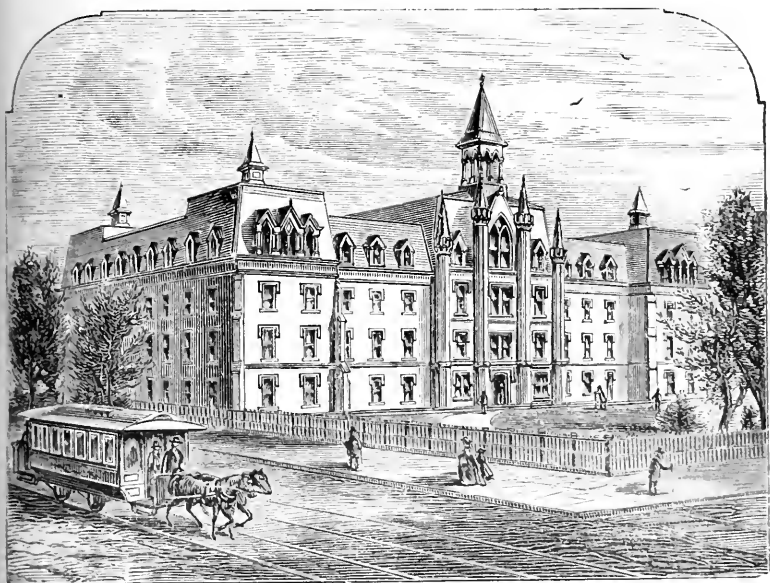
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NEW YORK:  
THE BRADSTREET COMPANY,  
279 BROADWAY.



FORTY-FOURTH  
ANNUAL REPORT OF THE MANAGERS  
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NEW YORK  
INSTITUTION FOR THE BLIND

For the Year Ending September 30, 1879

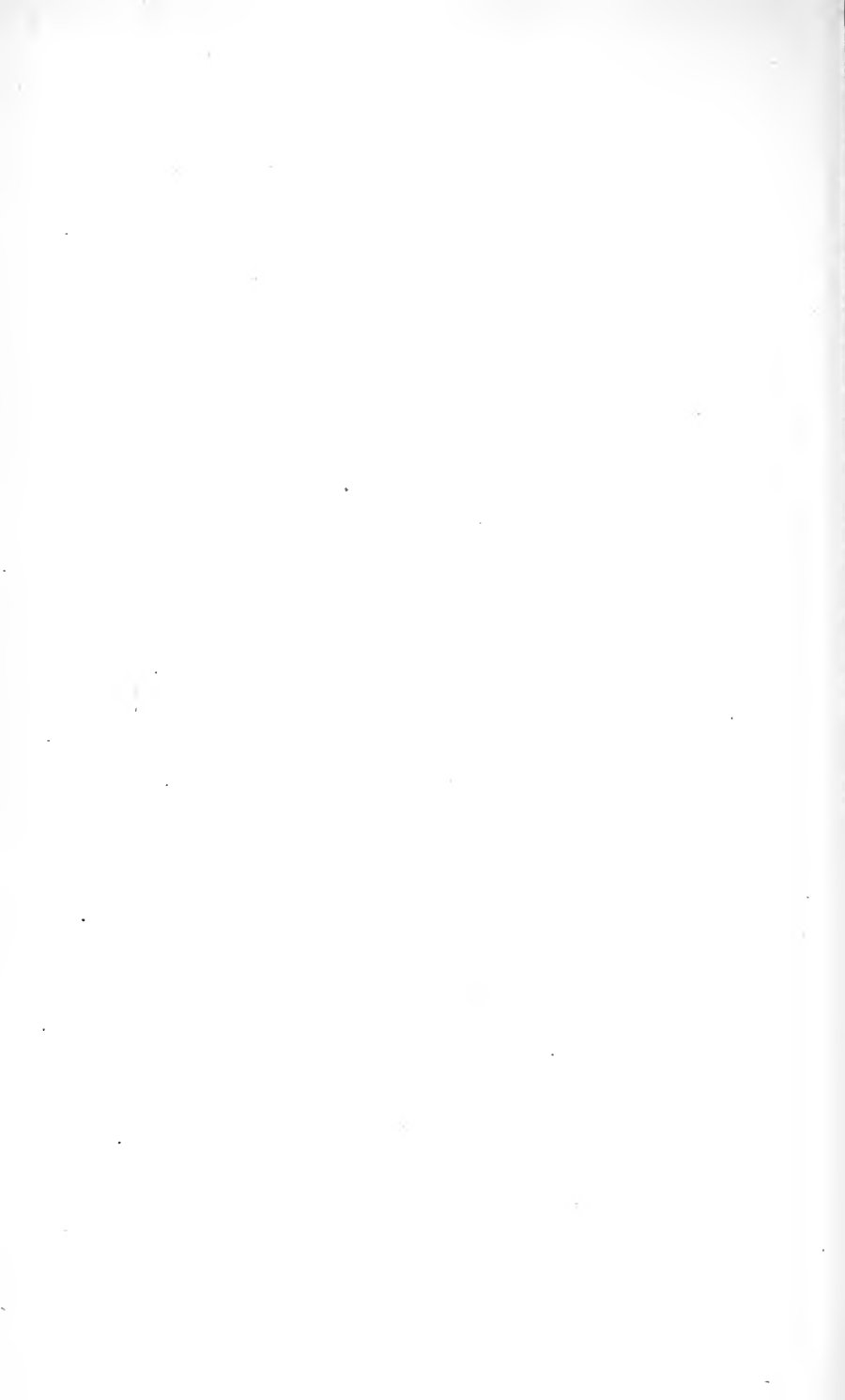


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NEW YORK:  
THE BRADSTREET COMPANY,  
279 BROADWAY.



# Board of Managers.

1880.

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AUGUSTUS SCHELL,<sup>1</sup>  
ROBERT S. HONE,<sup>1</sup>  
D. LYDIG SUYDAM,<sup>2</sup>  
THEODORUS BAILEY MYERS,<sup>2</sup>  
JOHN TREAT IRVING,<sup>2</sup>  
JAMES M. McLEAN,<sup>2</sup>  
SMITH CLIFT,<sup>2</sup>  
WILLIAM WHITEWRIGHT,<sup>2</sup>  
WILLIAM C. SCHERMERHORN,<sup>2</sup>  
CHARLES De RHAM,<sup>2</sup>  
FRANCIS A. STOUT,<sup>2</sup>  
WILLIAM B. HOFFMAN,<sup>2</sup>  
FRED. AUG'S SCHERMERHORN,<sup>2</sup>  
PETER MARIÉ,<sup>2</sup>  
FREDERICK W. RHINELANDER,<sup>3</sup>  
FREDERICK SHELDON,<sup>3</sup>  
CHANDLER ROBBINS,<sup>3</sup>  
CHARLES E. STRONG,<sup>4</sup>  
PHILIP SCHUYLER,<sup>4</sup>  
TEMPLE PRIME,<sup>4</sup>

<sup>1</sup> Patron.

<sup>2</sup> Benefactor.

<sup>3</sup> Life Member.

<sup>4</sup> Member.

## Officers of the Board.

---

AUGUSTUS SCHELL.....	<i>President.</i>
ROBERT S. HONE.....	<i>Vice-President.</i>
T. BAILEY MYERS.....	<i>Recording Secretary.</i>
WM. C. SCHERMERHORN.....	<i>Corresponding Secretary.</i>
WM. WHITEWRIGHT.....	<i>Treasurer.</i>

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## Standing Committees.

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### *Committee on Finance.*

JAMES M. McLEAN,	WILLIAM C. SCHERMERHORN,
	JOHN T. IRVING.

---

### *Committee on Supplies, Repairs and Improvements.*

SMITH CLIFT,	FREDERICK SHELDON,
CHARLES DE RHAM,	PHILIP SCHUYLER,
	D. LYDIG SUYDAM.

---

### *Committee on Instruction and Music.*

WILLIAM B. HOFFMAN,	CHANDLER ROBBINS,
FRANCIS A. STOUT,	CHARLES E. STRONG.

---

### *Committee on Manufactures.*

F. A. SCHERMERHORN,	FREDERICK W. RHINELANDER,
PETER MARIÉ,	TEMPLE PRIME.

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The President shall be *ex-officio* member of all standing committees.

The Vice-President and Treasurer shall be *ex-officio* members of the Committee on Finance.—(*By Laws.*)

## Officers of the Institution.

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WILLIAM B. WAIT.....*Superintendent.*  
JAMES W. G. CLEMENTS, M.D.....*Attending Physician.*  
EDWARD L. BEADLE, M.D.....*Consulting Physician*

---

### *Consulting Surgeons.*

JOHN H. HINTON, M.D.                      ABRAM DUBOIS, M.D.

---

### *Teachers in the Academical Department.*

STEPHEN BABCOCK,	MISS C. BOOMHOUR,
EDSON L. SMITH,	MISS IDA E. SEWELL,
MISS L. CARPENTER,	MISS M. J. MUNROE,
MISS ARTHINE A. BUSH,	MISS L. A. ROGERS.

---

### *Teachers in the Musical Department.*

FREDERICK HENSSLER.....*Vocalization and Class Singing.*  
ALBERT R. PARSONS.....*Piano.*  
FREDERICK FIELDING.....*Piano Tuning.*  
MISS H. A. BABCOCK.....*Piano and Organ.*  
MISS CATHERINE CONNELL.....*Piano.*  
MISS E. T. PARSONS.....*Piano and Organ.*

---

### *Teachers in the Industrial Department.*

WARREN WATERBURY.....*Teacher of Mattress Making.*  
DANIEL MCCLINTOCK.....*Teacher of Chair Caning.*  
MISS ANNA SHERIDAN.....*Upholstress.*

*Fancy-Work Department.*

(Under the direction of Assistant Matron.)

*Teachers.*

MISS MARY C. HOWES.

MISS ANN COX,

MISS HANNAH RODNEY

*House Department.*CHARLES A. COLLORD, *Steward.\***Matron,*

MRS. MARY A. HAYES.

*Assistant Matron,*

MISS L. A. HASKELL

*Juvenile Department.*

MISS ANNIE HAMLIN,

MISS ELIZA MAHONY.

*Reception Room and Fancy Work.*

MISS L. A. ROGERS,

MISS ALICE HATCHMAN,

MISS HANNAH RODNEY.

*Hospital Nurse.*

MISS E. M. CLEALAN and an Assistant.

\* John Allyn to February 1st, 1880.



# R E P O R T.

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*To the Honorable the Legislature of the State of New York:*

The Managers of the New York Institution for the Blind, in compliance with the provisions of the Act of the Legislature of the State of New York, respectfully submit their report for the year ending September 30th, 1879.

The health of the pupils has been uniformly good, and there has been no sickness except that noted in the report of the Attending Physician, which is hereto annexed.

The finances of the Institution have been carefully and faithfully administered, and its income, together with the moneys received from the State, have enabled it to meet its current expenses for the past year.

The following is a statement of the moneys received and expended for the year ending September 30th, 1879, as required by the provisions of the Act of the Legislature, passed in 1873:

RECEIPTS AND EXPENDITURES FOR THE YEAR ENDING  
SEPTEMBER 30TH, 1879.

*Receipts.*

Cash on hand September 30, 1878.....	\$9,258 24
Received from the State Appropriation made for the Benefit of the Institution.....	50,159 51
Received from other sources.....	55,361 62
	<hr/>
Total receipts.....	\$114,779 37

*Expenditures.*

For Salaries of Officers and Wages .....	\$22,921 16
Provisions and Supplies.....	15,530 45
Clothing .....	6,457 65
Fuel .....	1,527 25
Gas .....	1,252 17
Furniture and Fixtures.....	1,369 64
Traveling Expenses.....	456 20
Repairs and Improvements.....	2,957 87
Croton Water.....	213 00
Music and Instruction .....	2,416 00
Insurance.....	639 72
All other Ordinary Expenses.....	3,144 39
	<hr/>
Total .....	\$58,885 60
Extraordinary Expenditure .....	44,149 20
	<hr/>
Total Expenditures.....	\$103,034 80
	<hr/> <hr/>

In the report of the Treasurer, which is hereto annexed, will be found a full statement of the receipts and disbursements of the Institution for the past year.

The following is a list of the legacies and donations which have been received from time to time, up to September 30th, 1879.

Opposite each amount is given the name of the donor.

## LEGACIES.

Miles R. Burke.....	\$2,000 00
Jane Van Cortlandt.....	300 00
Isaac Bullard.....	101 66
Elizabeth Bayley.....	100 00
John Jacob Astor.....	5,000 00
William Bean.....	500 00
Peter Gerard Stuyvesant.....	3,000 00
John Horsburgh.....	5,000 00
Elizabeth Demilt.....	5,000 00
Sarah Demilt.....	2,000 00
C. D. Betts.....	40 00
Sarah Penny.....	500 00
Sarah Bunce.....	500 00
Elizabeth Idley.....	196 00
Samuel S. Howland.....	1,000 00
William Howe.....	2,985 14
Margaret Fritz.....	100 00
James McBride.....	500 00
Charles E. Cornell.....	521 96
Charles E. Demming.....	50 00
Mrs. DeWitt Clinton.....	200 00
W. Brown.....	465 00
Elizabeth Gelston.....	1,000 00
Robert J. Murray.....	500 00
Seth Grosvenor.....	10,000 00
Elijah Withington.....	100 00
Benjamin F. Butler.....	800 00
Frissell Fund.....	2,000 00
Simeon V. Sickles.....	6,561 87
Anson G. Phelps.....	5,675 68
Thomas Reilly.....	2,254 84
Elizabeth Van Tuij.....	100 00
Thomas Egleston.....	2,000 00
Sarah A. Riley.....	100 00
William E. Saunders.....	725 84
Thomas Eddy.....	1,027 50
Robert C. Goodhue.....	1,000 00
Jonathan C. Bartlette.....	190 00

Stephen V. Albro.....	428 57
John Penfold.....	470 00
Madam Jumel.....	5,000 00
Mrs. Steers.....	34 66
Thomas Garner.....	1,410 00
Chauncey and Henry Rose.....	5,000 00
Elizabeth Magee.....	534 00
John J. Phelps.....	2,350 00
Rebecca Elting.....	100 00
Regina Horstien.....	250 00
G. Martens.....	500 00
John Alstyne.....	10,320 44
Elizabeth and Sarah Wooley.....	5,984 83
Benjamin Nathan.....	1,000 00
Thomas M. Taylor.....	6,151 94
Simeon Abrahams.....	2,804 00
James Peter Van Horne.....	20,000 00
Caleb Swan.....	500 00
Mrs. Adeline E. Schermerhorn.....	10,000 00
Henry H. Munsell.....	3,396 32
Thomas C. Chardevoyne.....	5,000 00
William Dennistoun.....	11,892 77
William B. Astor.....	5,000 00
Benjamin F. Wheelwright.....	1,000 00
George T. Hewlett (Executor).....	500 00
Ephraim Holbrook, with additional premium on bonds.....	39,458 16

At the close of the fiscal year there was invested of the said account, in United States Bonds and New York City Stocks, the sum of one hundred and forty-seven thousand dollars at their par value, for which was paid the sum of one hundred and fifty-one thousand, one hundred and thirty-one and  $\frac{91}{100}$  dollars; and the balance of said fund has been charged as an investment in real estate and improvements, as it has been used in erecting additional buildings and in making general improvements for the comfort and accommodation of the pupils.

Since the close of the fiscal year we have also received from the estate of Mrs. Emma B. Corning the sum of five thousand dollars.

During the past summer we have erected two large buildings adjoining the main buildings, one of which is on Thirty-third Street, and the other on Thirty-fourth Street, for the general use of the Institution, and have also repaired, enlarged and improved the main building, at a cost in all of about twenty-two thousand dollars. The plans for this work were furnished and the construction carried on by the Superintendent, under the direction of a Committee of the Managers, who have supervised the work as it proceeded, and who have taken great pains to see that it was carefully, substantially and economically done.

The Managers also bear testimony to the great fidelity and carefulness of the Superintendent of the Institution, and also to the fidelity of the employees under him, in the discharge of their several duties.

The Managers respectfully ask from your Honorable Body the same appropriation as was made last year for each State pupil.

We cannot close this our Annual Report without tendering to your Honorable Body our thanks for the favorable consideration which we have always received at your hands.

We feel that our Institution deserves the support of all who take an interest in the welfare of the helpless and friendless.

It educates those who have no other means of instruction, and enables them, with a proper effort on

their part, to lessen the depression and dependence which are incident to their affliction.

All which is respectfully submitted.

THE NEW YORK INSTITUTION FOR THE BLIND.

AUGUSTUS SCHELL, *President.*

T. BAILEY MYERS, *Secretary.*

*City and County of New York, ss. :*

AUGUSTUS SCHELL, of said city, being duly sworn, saith: That he is President of the New York Institution for the Blind; and that the above report, signed by him, is true, to the best of his knowledge and belief.

AUGUSTUS SCHELL.

Sworn to before me this 6th }  
day of January, 1880. }

JAMES A. WILSON,

*Notary Public.*

Dr. WM. WHITEWRIGHT, TREASURER, IN ACCOUNT WITH THE NEW YORK INSTITUTION Cr.  
FOR THE BLIND, FOR THE YEAR ENDING SEPTEMBER 30, 1879.

To Balance Cash from September 30th, 1878.....	\$9,258 24	By Cash paid for Supplies.....	\$15,530 45
" Cash received from the State of New York....	50,159 51	" " Salaries and Wages.....	22,921 16
" " " New Jersey....	7,678 53	" " Clothing.....	6,457 65
" " " County of New York..	5,112 83	" " Furniture and Fixtures.....	1,369 64
" " " Kings.....	1,632 67	" " Repairs and Alterations.....	2,937 87
" " " Queens.....	42 97	" " Traveling Expenses.....	456 20
" " " Legacies,.....	4,150 90	" " Groton Water.....	213 00
" " " Fairs and Exhibitions ..	241 75	" " Gas.....	1,252 17
" " " Clothing.....	420 53	" " Invest. U. S. 4 p. ct. Reg. Bonds.	30,037 50
" " " Sales of Manufactures....	2,032 00	" " Taxes and Improvements.....	3,554 36
" " " Interest.....	7,622 33	" " Music.....	2,416 00
" " " Rents.....	290 00	" " Insurance.....	639 72
" " " Tax Rebate.....	21 60	" " Manufacturing Department....	1,133 58
" " " Sundries.....	962 73	" " Petty Accounts.....	1,842 52
" " " Tuition.....	152 78	" " Fuel.....	1,527 25
" " " Investments.....	25,000 00	" " Fairs and Exhibitions.....	168 29
		" " Repairs and Improv'ts Building.	10,557 34
		By Balance on hand.....	11,744 67
			<u>\$114,779 37</u>

Examined and found correct, {  
December 10, 1879.

JAMES M. McLEAN,  
WM. C. SCHERMERTHORN, } Finance Committee.  
JOHN T. IRVING,

WM. WHITEWRIGHT, Treasurer.

## Attending Physician's Report.

---

*To the Board of Managers of the New York Institution  
for the Blind:*

*Gentlemen:*—Your Attending Physician would present the following annual report:

The experience recorded in my previous reports again repeats itself this year.

In the month of January a female pupil sickened with scarlet fever. The infection was traced to a girl who, returning from a visit to her family, where cases of the disease existed, communicated the disease to her immediate associates simultaneously. Of these, two sickened when at home for a visit, where they remained.

Isolation and the usual precautions as regards the dormitories and dressing-rooms, limited the disease in the Institution to the one seizure.

The girls who were sick at home were not allowed to return until the danger of communicating the disease had passed away.

We have thus again demonstrated our ability to limit the disease, and in this, as in other cases, to show that it was of foreign origin.



The only other case of a grave character occurred at the same time. A boy, naturally delicate, was taken with a double pneumonia, and the case early assumed a typhoid character, but ultimately made a perfect recovery after a sickness of six weeks.

These favorable results are to be attributed to the faithfulness of the nurse, our perfect sanitary condition, and to the untiring co-operation of the Superintendent in the smallest details suggested by the medical attendant.

About the usual amount of casual sickness has occurred.

All which is respectfully submitted.

J. W. G. CLEMENTS,

*Attending Physician.*

## Report of the Superintendent.

---

*To the Board of Managers:*

*Gentlemen:*—At the close of the year ending September 30th, 1878,

The number of pupils was .....	200
Admitted to September 30th, 1879.....	28
	<hr/>
	228
Reductions.....	28
	<hr/>
Number of pupils September 30th, 1879 .....	200

### THE EDUCATION OF THE BLIND—ITS PROGRESS AND RESULTS.

It is now about ninety-five years since the education of the blind in special schools was begun. If at that time there had been nothing in the condition of society and of the blind necessitating such an effort, or if the effort had been the expression of impracticable philanthropy, a very few years would have sufficed to demonstrate that the effort was not based on any real need. It would have died for the want of support. The Abbe Haüy would have had no successors. His effort would have been the first and the last.

But such has not been the case. The school founded at Paris nearly a century ago still remains,

and is pre-eminent among the schools for the blind in Europe, which number at this time upwards of eighty.

In the United States it was not until 1832 that the first school for the blind was opened in New York City. At the present time there are twenty-eight schools for the blind in the United States, two in Canada, one in Nova Scotia, one in Mexico; while in the South American States several organizations have been formed for the purpose of promoting the education of the blind. Thriving schools have also been formed in Australia. Similar efforts are being made in China and Japan, and with the establishment of schools in these countries there will have been established on every continent, and in almost every country, one of the most beneficent enterprises of modern civilization.

In connection with the wide establishment of schools for the blind, the invention of a suitable apparatus and the formation of a permanent literature in such form as to be available to all blind persons eligible to receive school instruction, have from the first been regarded as objects of the highest importance.

Much has been done in Europe and in this country in this direction by both private and public enterprise.

But the highest recognition ever given to this work of educating the blind, and the most valuable contribution ever made for the purpose of carrying it on, are embodied in an act of the Forty-fifth Congress of the United States, which established a permanent fund, the annual interest on which, amounting to ten thousand dollars, is to be distributed among the several

Institutions for the Blind in the United States, in the form of books and apparatus adapted to the use of the blind. The passage of the act making this grant, the wisdom of which was conceded by the almost unanimous voice of both Houses of Congress, was brought about by the American Association of Instructors of the blind, through a committee, consisting of B. B. HUNTOON, of Kentucky; F. D. MORRISON, of Maryland; W. D. WILLIAMS, of Georgia; WM. CHAPIN, of Pennsylvania, and WM. B. WAIT, of New York. The bill was introduced by the Hon. ALBERT S. WILLIS, of Kentucky, to whom the institutions and the blind of the country are indebted for his untiring efforts in securing the passage of the bill.

With the purpose of ascertaining what has been done, and what still needs to be done in the United States for the education of this class, I have prepared the following table, which shows the number of blind persons of school age in each State in 1878, by estimate based upon the census returns of 1870. The table also shows the number of pupils attending the several schools for the blind in the United States in 1878, according to the information at hand :

TABLE No. 1.

1878.	10 to 20 years...	Pupils in 1878.	Per cent. under instruction ....	1878.	10 to 20 years...	Pupils in 1878.	Per cent. under instruction ....
Maine.....	35	129.	64	Nevada .....	3	0	0
New Hampshire..	15			Oregon†.....	7	11	150
Vermont.....	17			California.....	70	33	47
Massachusetts ..	92			Missouri.....	231	107	46
Rhode Island ....	17			Kentucky.....	213	85	39
Connecticut .....	27	381	94	West Virginia....	31	20	64
New York.....	402			Virginia.....	101	37	36
New Jersey .....	52			Maryland and Dis-			
Delaware .....	7			trict of Columbia.	130	73	56
Pennsylvania ....	336			North Carolina...	151	52	34
Ohio.....	231			Tennessee.....	148	58	37
Indiana .....	293			Arkansas.....	101	43	42
Illinois.....	258			Texas.....	73	65	88
Iowa*†.....	90			Louisiana.....	67	22	32
Kansas†.....	29			Mississippi.....	85	35	41
Nebraska.....	7	0	0	Alabama.....	112	13	11
Michigan.....	69	51	73	Georgia.....	140	54	38
Wisconsin.....	111	91	81	South Carolina...	57	33	57
Minnesota.....	28	20	70	Florida.....	20	0	0

The period during which the blind may properly be received into schools designed for their instruction may be said to be between the ages of eight and twenty years. In some cases, only those between the ages of eight and sixteen are deemed eligible, while in one State children at six and adults upwards of forty years of age are received as pupils.

For the purpose, however, of showing approximately the extent to which the blind children of the several States have been provided with educational advantages, I shall assume the number requiring such

\* The age of pupils at admission ranged from 6 to 42 years.

† In these States the number receiving instruction in 1878 exceeded the number between the ages of ten and twenty years. The excess in these cases is made up of those under ten, or over twenty years of age.

provision to be those between the ages of ten and twenty years; accordingly, it appears that the percentage of this number who were receiving instruction in each of the several States in 1878 was as follows:

TABLE No. 2.

	PER CENT.		PER CENT.
Maine .....	32	Florida .....	94
New Hampshire.....	60	New York .....	71
Vermont .....	42	New Jersey.....	28
Massachusetts*.....	138	Delaware .....	41
Rhode Island.....	60	Pennsylvania.....	66
Connecticut.....	52	Ohio .....	39
Average for New England....	64	Indiana.....	138
Illinois .....	37	Iowa*.....	140
Nebraska .....	81	Kansas*.....	73
Wisconsin .....	47	Michigan.....	70
Nevada .....	39	Minnesota.....	150
California .....	36	Oregon*.....	46
Kentucky .....	52	Maryland.....	64
Virginia .....	58	Maryland and Dist. Columbia.	43
North Carolina.....	65	Arkansas.....	22
Tennessee.....	35	Louisiana.....	13
Texas.....	54	Alabama.....	33
Mississippi .....		South Carolina .....	
Georgia .....			

Excluding the small percentage of those of school age who are mentally or physically disqualified, it is evident that there are still many young blind persons growing up in ignorance; and it is important that means should be provided for seeking them out and bringing them under educational training in schools for the blind. It is sometimes suggested that the blind child may be sent to the schools for the seeing. Undoubtedly, he may be sent to such schools, but to what purpose? There are some benefits which may be derived by a blind child from associating with seeing children in a seeing school, and the converse of this

\* See Note (+) on preceding page.

proposition is equally true. But no one would think for a moment of sending a seeing child to a school for the blind, no matter how beneficial might be the oral teaching, the mental exercises, or the discipline; and any one acquainted with the routine management and appliances of seeing schools, and with the methods of teaching and learning therein pursued, and who is at all conversant with the physical and mental condition of the blind, well knows that it would be neither feasible nor wise to attempt the co-education of seeing and blind children. Whatever may be the benefits which may accrue to a blind child from attending a seeing school, it cannot be that he should attend such a school from first to last for the purposes of education.

From seven to ten years of age such a course might be pursued, *with suitable facilities*, with good results. For certain purposes, and under favorable circumstances as to means and helps, a course of study in the high school or college for the seeing, may be taken with success, after the course at the special school has been completed.

But for the great mass of blind children *education can never be provided except in special schools*. On this subject Mr. Moldenhower, the able Superintendent of the Institute at Copenhagen, in a paper read at a meeting of Educators of the Blind, held at Paris in 1878, says: "Can the blind be educated in schools for the seeing? It has been said that it is better for the blind to frequent during some years such a school, in order to learn to live among the seeing, and so to be prepared for life in the world. But it is evident that the educa-

tion of a blind child could not be so complete in such a school as in an institution where everything is directed towards supplying the loss of sight; and as to the supposed advantages of living in the midst of seeing children, I believe it to be an illusion.

“In a class of seeing children, the blind child is isolated. He has not the same basis for the acquisition of knowledge as the seeing, and consequently the necessary point of comparison is wanting for both the pupil and the teacher, in order to judge of the progress of the former. The situation of a blind child in a school for the seeing is too abnormal to allow of his developing in what is a normal manner for him, which is necessary to render him capable of living in the world, and gaining his bread by his labor. But, on the other hand, in an Institution for the Blind, the child deprived of sight lives with those like himself, which gives him the same fundamental conditions of a normal development, as is given to the seeing in the ordinary school.

“Hence I say, with M. Gaudet, the former worthy Superintendent of the Institution for the young blind in Paris, ‘that attendance by the blind at the schools for the seeing is only a matter of convenience and not of preference.’”

## RESULTS OF EDUCATION.

A school is the medium by which the forces of education are put into operation and exerted upon the mind and character of those who are committed to its care. It has no power to confer upon the pupil either intellect or the essential elements of character. These



are the endowments of nature. Education serves to develop and put into effective use the mental faculties and physical powers, to correct bad habits, to restrain and, if possible, to eradicate such traits of character as are evil, and to mould and confirm such as are good. When every reasonable effort has been made, with all patience and within reasonable limits of time, to produce these results, the obligation of the school to the pupil and the community ceases.

It may be expected that the influence of every school will be seen in the usefulness and improved social condition of its pupils in after life; and yet no school is responsible for the ill success or bad behavior of those whom it has instructed.

It dispenses its benefits equally to all, but who can say what the future of those who receive will bring forth?

Opportunities are seized and improved by some; by others they are misapplied or recklessly squandered.

The same gift of knowledge may be well used, may remain unused, or be misused. If well used, prosperity is the result; if unused or misused, waste, dependence, degradation and vice are the necessary consequences.

With the purpose of ascertaining the practical effects of education, as shown by the pursuits of the blind in after life, a committee was appointed by the American Association of Instructors of the Blind to collect statistics. The result is shown in the following statement of the occupations pursued by blind persons.

educated in American schools for the blind, and the number engaged in each :

TABLE No. 3.

Superintendents of institutions for the blind.....	16
Superintendents of orphan asylums.....	6
Teachers of literature in schools other than for the blind..	49
Teachers of literature or music in schools for the blind..	115
Otherwise employed in schools for the blind.....	39
Teachers in public schools.....	13
Students attending college or theological seminary.....	10
Graduates from colleges and theological seminaries .....	18
Ministers.....	36
Studying or practicing law.....	5
Justice of the peace.....	1
Editors.....	2
Authors.....	17
Publishers.....	8
Agents and lecturers.....	70
Teachers of music elsewhere than at institutions .....	463
Church organists.....	88
Piano tuners .....	125
Composers and publishers of music.....	14
Teachers of handicraft in institutions .....	20
Engaged in manufacturing .....	305
Working at handicraft.....	702
Storekeeping and trading .....	269
Owning and managing real estate.....	59
Sawing and lumbering.....	7
Farmers.....	59
Teachers and operators of knitting machines .....	3
Employed by sewing machine companies.....	2
Hotel-keeper.....	1
Housekeepers .....	205
Insurance brokers.....	2
Newspaper venders .....	7
Physicians and medical students.....	6
Stock operator.....	1
Dealers in musical instruments.....	6
Carpenter.....	1
Employed in printing office.....	2
Employed in sash and blind factory.....	1

Florist .....	1
Switch tenders .....	2
Cabinet makers .....	2
Mail contractors and carriers .....	2
Assistant in restaurant .....	1
Sailor and cook. ....	1
Horse dealers .....	9
Usefully employed at home .....	666

The information here given shows that there is a wide range of pursuits in which the educated blind may promote their own welfare, and also contribute to the comfort and well-being of society.

It also affords gratifying evidence of the good accomplished by institutions founded for the special training of the blind.

But, in addition to this positive evidence that education ameliorates the condition of the blind by fitting them for the domestic circle and for social life, and by opening to them the path to business pursuits, there is also evidence to be derived from facts concerning the condition of the dependent blind in the alms-houses of this State, a census of which I have just completed.

On October 31st, 1879, the number of blind persons in the alms-houses of the State was as follows:

Albany .....	5	Franklin .....	
Allegheny .....	1	Fulton .....	1
Broome .....	7	Greene. ....	2
Cattaraugus .....		Genesee .....	
Chenango .....	4	Herkimer .....	
Cayuga .....	1	Jefferson .....	3
Chautauque .....	5	Kings .....	16
Chemung .....	2	Lewis .....	1
Clinton .....	2	Livingston .....	4
Columbia .....	6	Madison. ....	1
Cortland .....	6	Monroe .....	18
Delaware .....	1	Montgomery .....	5
Dutchess .....	5	New York .....	111
Eric .....	8	Niagara .....	3
Essex .....	6	Oneida .....	9

Onondaga.....	7	Schenectady.....	3
Ontario.....	2	Suffolk.....	2
Orange.....	6	Sullivan.....	2
Orleans.....	4	Steuben.....	3
Oswego.....	3	St. Lawrence.....	5
Otsego.....	1	Tioga.....	..
Putnam.....	2	Tompkins.....	1
Queens.....	3	Ulster.....	8
Rensselaer.....	2	Warren.....	3
Richmond.....	1	Washington.....	3
Rockland.....	1	Wayne.....	1
Saratoga.....	3	Westchester.....	3
Seneca.....	..	Wyoming.....	1
Shoharie.....	1	Yates.....	2

The age at which sight was lost in these cases was as follows:

At birth.....	14 or	4.5 per cent
Between 1 and 10 years of age.....	9 "	2.9 "
" 10 " 20 "	14 "	4.5 "
" 20 " 30 "	30 "	9.7 "
" 30 " 40 "	44 "	14.4 "
" 40 " 50 "	53 "	17.2 "
" 50 " 60 "	57 "	18.5 "
" 60 " 70 "	46 "	15.2 "
" 70 " 80 "	26 "	8.6 "
" 80 " 90 "	14 "	4.5 "
<hr/>		
	307	100.0 "

The number in each decade of life is as follows:

Between 10 and 20 years of age.....	3 or	.9 per cent.
" 20 " 30 "	13 "	3.9 "
" 30 " 40 "	22 "	7.2 "
" 40 " 50 "	44 "	14.4 "
" 50 " 60 "	64 "	20.9 "
" 60 " 70 "	69 "	22.2 "
" 70 " 80 "	66 "	21.7 "
" 80 " 90 "	23 "	7.5 "
" 90 " 100 "	4 "	1.3 "
<hr/>		
	307	100.0 "

The period of attendance at schools for the seeing before loss of sight was as follows:

Number who attended	1 year	.....	10	or 3.2 per cent.
"	"	"	2 years	..... 13 " 4.3 "
"	"	"	3 "	..... 21 " 6.8 "
"	"	"	4 "	..... 20 " 6.5 "
"	"	"	5 "	..... 24 " 7.8 "
"	"	"	6 "	..... 17 " 5.2 "
"	"	"	7 "	..... 11 " 3.7 "
"	"	"	8 "	..... 16 " 5.3 "
"	"	"	9 "	..... 8 " 2.7 "
"	"	"	10 "	..... 14 " 4.5 "
"	"	"	11 "	.....
"	"	"	12 "	..... 2 " .7 "
"	"	"	13 "	.....
"	"	"	14 "	..... 3 " .9 "

Average period of attendance.....5.5 years.

Number who never attended any school. 159 or 51.8 per cent.  
of the whole.

The period of attendance at some school for the blind was as follows:

Number who attended	1 year	.....	..
"	"	"	2 years..... 3
"	"	"	3 " ..... 1
"	"	"	4 " ..... 5
"	"	"	5 " ..... 2
"	"	"	6 " ..... 4
"	"	"	7 " ..... 3
"	"	"	8 " ..... 2
"	"	"	9 " ..... 1
"	"	"	10 " ..... 1

Number who attended some school for the blind, 21 or 6.8 per cent. of the whole.

Average period of attendance at school for the blind 4.9 years.

The number who attended both schools for the seeing and schools for the blind, and the period of attendance, was as follows:

1 attended school for seeing 1 year, for blind 4 years, total 5 years.

1	"	"	"	"	1	"	"	"	6	"	"	7	"
1	"	"	"	"	2	"	"	"	5	"	"	7	"
2	"	"	"	"	4	"	"	"	4	"	"	8	"
1	"	"	"	"	1	"	"	"	9	"	"	10	"
1	"	"	"	"	7	"	"	"	3	"	"	10	"
1	"	"	"	"	6	"	"	"	4	"	"	10	"
1	"	"	"	"	5	"	"	"	6	"	"	11	"
1	"	"	"	"	9	"	"	"	2	"	"	11	"
1	"	"	"	"	2	"	"	"	9	"	"	11	"
1	"	"	"	"	10	"	"	"	2	"	"	12	"
Average period of attendance at school for seeing.....												4.3	"
" " " " " " " blind.....												4.5	"
" " " " " " " both.....												8.8	"

The occupations of the 146 male blind persons before losing sight were as follows:

Artist .....	1	Miner .....	1
Baker .....	1	Oysterman.....	1
Blacksmiths.....	4	Painter .....	1
Butcher .....	1	Plasterer .....	1
Boatman .....	1	Peddler.....	1
Contractor.....	1	Quarrymen.....	2
Carpenters.....	2	Sailors.....	2
Cloth presser.....	1	Stone cutters.....	3
Coopers .....	2	Soldier .....	1
Clerk.....	1	Ship carpenter....	1
Drover .....	1	Sail maker.....	1
Druggist .....	1	Tinsmiths.....	2
Farmers .....	18	Tailors.....	4
Fireman.....	1	Teamsters .....	3
Hostler .....	1	Watchmen.....	2
Laborers.....	76	Weaver.....	1
Letter carrier....	1	Watch maker .....	1
Masons .....	4	Total.....	146

The occupations of the 121 blind females in the same alms-houses was as follows:

Artificial flower maker.....	1
Housework .....	109
Seamstresses .....	9
Type rubber .....	1
Wool sorter.....	1

Of the 307 blind inmates of almshouses October 30th, 1879, 267, or 86.8 per cent., are set down as having pursued some useful or skilled occupation before losing their sight. Of the remaining (40) who are said to have had no occupation, 3 are insane, and 37 were either born blind or lost sight before arriving at the age of twenty years, and hence had not the same opportunity to acquire an occupation as the others had.

According to an enumeration made in 1878, the number of paupers in the State of New York, exclusive of the blind, was 12,311. Of this number 1,447 had learned to read; 2,384 could read and write, and 2,918 had received a fair education.

Here we find that 6,749, or 54.8 per cent. of all these sighted paupers, had been the recipients of instruction, and had become paupers, notwithstanding the benefits which the education of the seeing schools have superadded to the natural advantages of sight.

Of the 307 blind paupers in 1879, 159, or 51.8 per cent., had attended schools for the seeing during their years of sight, and 21, or 6.8 per cent., had attended schools for the blind—making a total of 58.8 per cent. who had received instruction at school.

Of the blind who had attended seeing schools, one was also deaf and dumb; three were insane, and some are known to have been intemperate or suffering from other causes of dependence which would account for their pauperized situation. It will be observed that the number of blind paupers who had attended school was 58.8 per cent. of all: and the corresponding class

of sighted paupers was 54.8 per cent. of all. Although the difference is small, still it is apparent that blindness, unaccompanied by any other physical infirmity, or by mental disorder or vicious habits, strongly tends to render dependent those who are afflicted by it.

From inquiry concerning the antecedents and mental and other characteristics of the 21 blind inmates of alms-houses, 9 of whom have been taught in schools for the blind only, and 12 in both classes of schools; it appears that 9 had been inmates of alms-houses before entering a school for the blind; and of these, 6 were full orphans, 1 was half-orphan, and 2 had been abandoned. Of the others, 2 were half orphans, 1 having been abandoned; 2 were known to have had intemperate parents, the transmitted effects of which were very apparent; 6 exhibited vicious tendencies of a well-marked character; 2 were feeble-minded almost to idiocy, and 6 were mediocre and evil-disposed.

Even if these 21 had retained their sight, it is more than probable that 16 of the number would eventually have become dependent, through hereditary degradation and other causes; and yet a school for the blind was the only means by which an attempt to rescue these unfortunates could be made. The first class of blind persons in the United States upon whom the beneficent influence of education was systematically exerted, was composed of children who had been left to the care of public charity by early orphanage.

Since then, forty-eight years have elapsed. Some of the number are still living; one of whom, after



an unpromising pupilage, quickly relapsed into the state of dependence from which he was taken, and is to-day an inmate of the alms-house. Another gave promise of a better future. He has attained places both honorable and responsible—has been useful in every community in which he has lived, and has the respect and esteem of all who know him.

By means of this Institution, the youthful years of both were invested with good influences, and with every available advantage. With the aid of the Institution, and by the proper use of its advantages, one was enabled to adorn his life with usefulness: while without it, there would have been no escape from dependence, and he would have been a helpless, though unwilling, sharer in the hopeless estate of the other.

In the work of education the apparent result in unpromising cases may not compensate the effort. Nevertheless, no child should be yielded up to a life of dependence without an effort to rescue it therefrom, care being taken that the means employed are neither too limited nor too lavish.

Blind persons are not the only ones who become dependent, notwithstanding the benefits of education conferred upon them.

Of the 9,552 seeing paupers over 16 years of age in the State in 1878, 629 had followed agricultural pursuits; 1,421 were mechanics; 185 came from the commercial walks of life, and 109 were professional men: while 5,930 had engaged in various kinds of labor—making a total of 8,274, or more than 87 per

cent., who, in spite of their sight, skill or learning, have still become dependents.

By reference to table No. 3 it is seen that of those who have been educated in schools for the blind 59 became farmers; 11 were students or practitioners of law or medicine; one was a justice of the peace, and a large number were engaged in teaching and in other pursuits requiring a high order of intelligence and ability and good social qualities

The contrast is striking. In one direction we see a stream of sighted men abandoning their labor in the field, the workshop, the store or counting-room, or their practice in medicine, law or other profession, and pouring into the stagnant pool of pauperism. In the other, we see a stream of persons, mostly children, and already defective, seeking education in these special schools, and then going out to become the owners of land and successful farmers; to organize industry and to employ sighted labor; to become teachers, doctors, lawyers or clergymen, and to engage in many other pursuits in business or domestic life.

More than 1,200 persons have been instructed and have gone out from the Institutions for the Blind in this State, only 21 of whom were found to be in alms-houses on the 30th of October, 1879.

Such facts give great force to a statement made by the Board of State Commissioners of Public Charities upon this subject. They say: "As observation shows that educated blind persons seldom become a public charge, it would seem important, not only in its social bearings, but as a question of political economy,

to bring *as many of the blind as practicable under proper educational training.*"

But it must not be supposed that blindness is not a cause of dependence. This affliction is very depressing in its effects, especially upon those who lose their sight in adult life. In the case of children, blindness has a repressing rather than a depressing effect, so that the faculties are confined and cannot expand, nor be controlled or utilized, until education obviates the hindrance and affords scope for their free and well-regulated action.

Special schools are the only hope of the young blind of our country.

Upon those who lose their sight in adult life, the effect is both depressing and repressing—sometimes to the extent of entire disqualification. While no needful provision for the instruction of blind *children* should be withheld, it is also true that both private and public philanthropy should be exercised, in wise and prudent ways, to ameliorate the condition of the adult class.

Upon this point, I again quote from a report of the State Board of Charities. After reviewing some statistics similar to those herein given, they say: "It would seem that other than these (educational) institutions should be provided for the custody and care of the adult blind, *and such as are unsuited for the educational institutions.*"

There are three fundamental principles which should never be waived, ignored or violated, in providing for or aiding those who have passed the limits of school age :

*First*—As the schools for the young blind seek to prepare them for usefulness, and to incite them to activity and self-helpfulness, every effort to aid and encourage them should be supplemental to the work of the schools, and such as will tend to make them industrious and self-reliant. Special pains have been taken to make this portion of a defective class useful; and care must be exercised that this object be not defeated by holding out incentives to dependence, rather than to usefulness.

*Second*—In the order of nature, all the defective classes are distributed quite evenly among the entire population. This should be recognized as the normal condition of these classes in society, and distributive aid should be practiced in all possible cases as the most economical and most beneficial method of affording assistance, because it meets the wants of the individual, while at the same time it harmonizes with the natural constitution of society.

*Third*—The congregate system should be adopted in order to carry into effect educational, reformatory, or curative measures, or when no safe, suitable and comfortable station in society can be provided for the beneficiary. In such cases, recourse must be had to the congregate plan, in order to insure safe custody and the administration of proper care.

## THE SCHOOL.

The course of instruction remains essentially the same as heretofore. The teachers have performed

their work, which is of paramount importance, with ability and effectiveness. The progress of the pupils has been satisfactory, and, in general, their conduct has been such as to deserve commendation.

The facilities in the tuning department have been increased. The New York Point System of Musical Notation is in general use, and is indispensable. The formation of a library of music in this system is steadily progressing. It is my purpose to persevere in this work and to secure a library of standard music, both elemental and advanced, practical and theoretical, which shall be adapted to the general use of the school and also be available to blind teachers of music everywhere.

Our display at the recent Fair of the American Institute attracted much attention, and served to illustrate some of the methods and results of our work, and also to demonstrate the necessity of educating blind children.

Annexed hereto is a statement which shows the workings of the Industrial Department for the year ending September 30th, 1879.

All of which is respectfully submitted.

WILLIAM B. WAIT,

*Superintendent.*

# THE MANUFACTURING DEPARTMENT IN ACCOUNT WITH THE N. Y. INSTITUTION FOR THE BLIND

Dr.

FOR THE YEAR ENDING SEPTEMBER 30th, 1879.

Cr.

To Raw Material and Manufactured Stock on hand		
September 30th, 1878.....	\$272 44	
To Fixtures.....	784 25	
" Material bought during year .....	917 69	
" Salaries and Wages—		
Pupils' accounts.....	\$179 11	
Employees .....	1,168 00	
	————	1,347 11
By Proceeds from Cane Seating.....		\$284 35
" " Mattresses .....		1,197 93
" Debts Receivable .....		549 19
" Value of Materials on hand Sept. 30, 1879.....		216 16
" Value of fixtures on hand Sept. 30, 1879.....		771 75
" Fixtures sold.....		12 50
Balance .....		289 61
		36
		\$3,321 49

# LIST OF PUPILS.

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## MALES.

AGER, HARRY C.

BYRNE, THOMAS  
BARR, JAMES  
BARRY, JOHN  
BLISS, WILLIAM  
BELFORD, THOMAS  
BORTHMAN, EDWARD  
BLISS, CHARLES  
BEECHER, FRANCIS J.  
BURNS, ROBERT  
BROOKS, SAMUEL  
BROWN, JOHN J.  
BURKE, JAMES  
BLAKE, JOHN  
BLISS, JOHN  
BEINER, HENRY W. F.

CONOD, EDWARD  
CORCORAN, JOHN  
COFFIE, HENRY  
CONNELLY, JAMES  
COSTELLO, WILLIAM  
COSTELLO, THOMAS  
COWAN, JOHN

DA BEAR, SOLOMON  
DALEY, SAMUEL  
DONNELLY, HUGH  
DONOHUE, EDWARD J.

FIRTH, OBED A.  
FRICKE, JOHN  
FISCHER, OTTO C.

GARDINIER, ALBERT  
GROWNY, JAMES  
GRAHAM, JOHN F.

HUGHES, EDWARD  
HEARD, PHINIAS C.  
HEBERT, HENRY B.  
HAHN, JOSEPH  
HARRING, WILLIAM R.

HUNT, EDWARD A.  
HARRING, PATRICK  
HURLEY, JOHN  
HAZELTON, WILLIAM  
HACKET, STEPHEN  
HETNER, GEORGE W.

JOHNSON, WILLIAM H.

KROTLENTHALER, H. A.  
KLEIN, ALFRED

LUBBIN, CHARLES A.  
LINSSEN, C. C.  
LOONEY, JOHN W.  
LARKIN, WALLACE  
LUCAS, JOHN F.  
LYONS, CHARLES V.  
LINDNER, JACOB

MOORE, W. F.  
MATTHEWS, THOMAS  
McFARLAND, HARRY D.  
MEAD, WILLIAM G.  
MIERSON, HENRY  
McGUIRE, JOSEPH  
MURPHY, GEORGE  
MULLINS, WILLIAM H.  
McDUFF, JAMES H.  
MAHONY, JAMES  
MUSLER, JOHN  
MULGREW, JOHN W.  
McCARTY, WILLIAM  
McGHAN, PETER  
MOSHER, EDWARD A.  
McDONALD, JAMES J.

NICHOLS, JOHN W.

O'KANE, SIMON  
O'DWYER, GEORGE  
OSTER, HENRY  
O'BRIEN, MICHAEL  
O'KEEFE, AUGUSTUS V.  
O'DONNELL, THOMAS B.

PARKER, HENRY P.  
PROVOST, AARON  
PAYNE, CHARLES

ROGERS, JOSEPH  
RINN, TERRENCE P.  
RAY, CHARLES C.  
ROGERS, EDWARD A.  
REIHER, LOUIS  
ROBINSON, WILLIAM  
REILLY, MICHAEL  
REGNER, WILLIAM  
ROWE, LESLIE

SKALLON, JAMES  
STANTON, THOMAS  
SATTLER, JOHN  
SCHATT, WILLIAM  
SCHWEICH, FRANZ J.  
SMITH, JOHN W.  
SCULLEY, BENJAMIN F.  
SCHAFFEL, HENRY L.  
STRICKLAND, HOLMES  
SWINT, MICHAEL  
STERN, JULIUS

THOMPSON, THOMAS M.

WORTMAN, JESSE  
WILSON, GEORGE  
WOLVEN, FRANKLIN  
WILLOW STEPHEN F.  
WESTBROOK, EDWARD M.

YANOWITZ, ADOLPH

ZAISS, ALFRED  
ZIMMERMAN, ADAM

## FEMALES

ARMOUR, ELIZABETH

BARRETT, JULIA  
BOLLARD, MARGARET  
BOLGER, HENRIETTA  
BLISS, BARBARA  
BERGEN, CATHARINE E.  
BUTTEL, GRETCHEN  
BEREAN, ADELLA G.  
BUCKALEW, IRENE  
BURMANN, P.  
BAILEY, SARAH

CRAWFORD, MARY E.  
COFFEY, MARGARET

CADDOO, ISABELLA  
COLLINS, MARY  
CREAGLE, GERTRUDE M.  
CASEY, ELIZABETH  
CAMERON, MARGARET  
CORBETT, MARY J.

DORIS, ELLEN  
DONOVAN, MARY  
DUFFY, ELLEN  
DUNNER, ELIZABETH  
DOWDALL, MARY C.  
DURGAN, CHLOE C.  
DEARINE, IDA L.  
DONOHOE, MARIA A.

EISENSCHMIDT, CLARA  
EDDY, JESSIE M.

FICHTEL, AMELIA D.  
FLYNN, ELIZABETH  
FLINT, ELLEN  
FRANCIS, MARGARET A.  
FOLEY, ROSE ELLA

GRIESHABER, ELIZABETH  
GINGER, ELIZABETH S.  
GLENNY, MINNIE  
GORMAN, MARY  
GILLIS, LUCY

HICKS, SUSAN W.  
HENDERSON, MINNIE  
HURST, ADA  
HENNESSY, MARGARET  
HETZEL, ANNIE  
HENNESSY, ELIZABETH T.  
HOLLEY, CATHERINE F.  
HILTON, ESTHER A.  
HAYES, FRANCES H.  
HELLMUND, ALWEINE  
HORTON, AGNES R.  
HOGAN, MARY E.  
HANCOCK, IDA

JOHNSON, DELIA M.  
JACKSON, ISADORE  
JANICKE, ANNIE M. C.

KELLY, ELIZABETH  
KAUFFUNGER, ROSA L.

LENT, JOSEPHINE  
LOWE, EMMA  
LOCHMOND, ROSA  
LAZARUS, MARY  
LYONS, MARY  
LANTHIER, EMILY



MURPHY, ELLEN T.  
 MEYER, FRANCES B.  
 MIXER, MARY  
 McMAHAN ANNIE  
 MULLANE, ELLEN  
 MULLANY, DORENDA  
 MULHOLLAND, EMILY  
 MALONE, MARY  
 McDONALD, ALICE C.  
 MARTIN, HARRIET  
 MURTHA, ANNA  
 McGUIRE ANNIE  
 MANNING, MARGARET  
 MENTER, CATHERINE  
 MILLER, AMELIA  
 MULHOLLAND, MARY R.

NOLAN, ANN  
 NEWMAN, JENNIE  
 NEVINS, PHOEBE A.

O'NEILL, CATHERINE  
 O'HALLORAN, ELIZABETH  
 O'KEEFE, CATHERINE  
 O'NEILL, MARY

PARKINSON, ANNIE E.  
 PURDY, SUSIE V.  
 PEISTER ELIZA  
 PRICE, EMMA

RUSSELL, HANNORAH  
 ROBINSON, ELIZABETH  
 REGAN, JULIA

SHEA, MARGARET  
 SMITH, MARY ANN  
 STEPHENS, MARY E.  
 SMITH, MARGARET A.  
 SCHLOSSER, CATHERINE  
 SCHAEFER, MATILDA  
 SANDERSON, ANNIE  
 STANTON, CATHERINE F.  
 STROBEL, ELLEN  
 STEWART, FRANCES E.  
 STAAB, SOPHIA

TURNER, EMMA

VASSAR, MARY ANN

WHITE, ABIGAIL  
 WALLEN, LILLIAN  
 WILLIAMS, MARGARET  
 WYATT, FEDERICA  
 WRIGHT, ELEANORA  
 WEBBER, ANGELINE

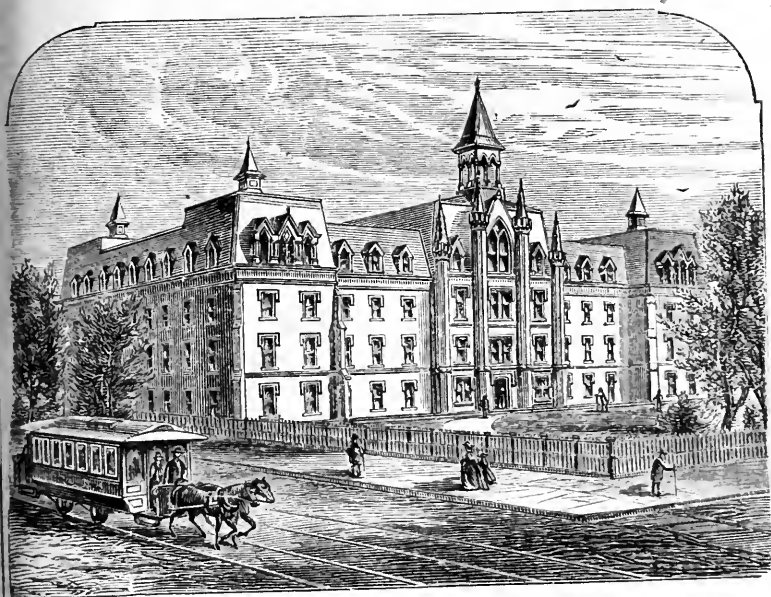
YOUNG, FAY M.  
 YOUNG, JANETTE E.



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11  
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1880

FORTY-FIFTH  
ANNUAL REPORT OF THE MANAGERS  
OF THE  
NEW YORK  
INSTITUTION FOR THE BLIND

For the Year Ending September 30, 1880.



LUX ORITUR.

“And I will bring the blind by a way that they knew not; I will lead them in paths that they have not known; I will make darkness light before them.”—ISAIAH xlii. 16.

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NEW YORK:  
THE BRADSTREET COMPANY,  
279 BROADWAY.

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FORM OF A BEQUEST

TO THE

NEW YORK INSTITUTION FOR THE BLIND.

---

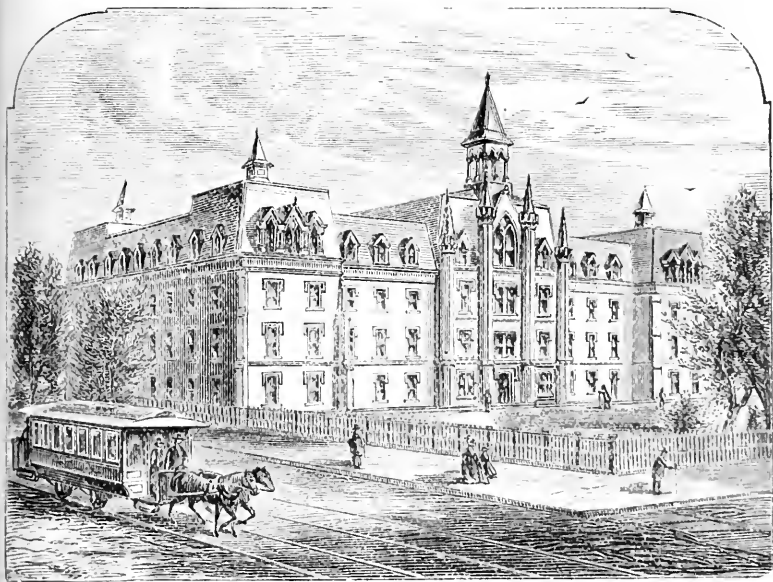
I bequeath to my executors the sum of                      dollars,  
in trust, to pay over the same to the person who, when the  
same shall be payable, shall act as Treasurer to the New York  
Institution for the Blind, to be applied to the charitable uses  
and purposes of the said Institution, and under its direction.

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FORTY-FIFTH  
ANNUAL REPORT OF THE MANAGERS  
OF THE  
NEW YORK  
INSTITUTION FOR THE BLIND

For the Year Ending September 30, 1880.

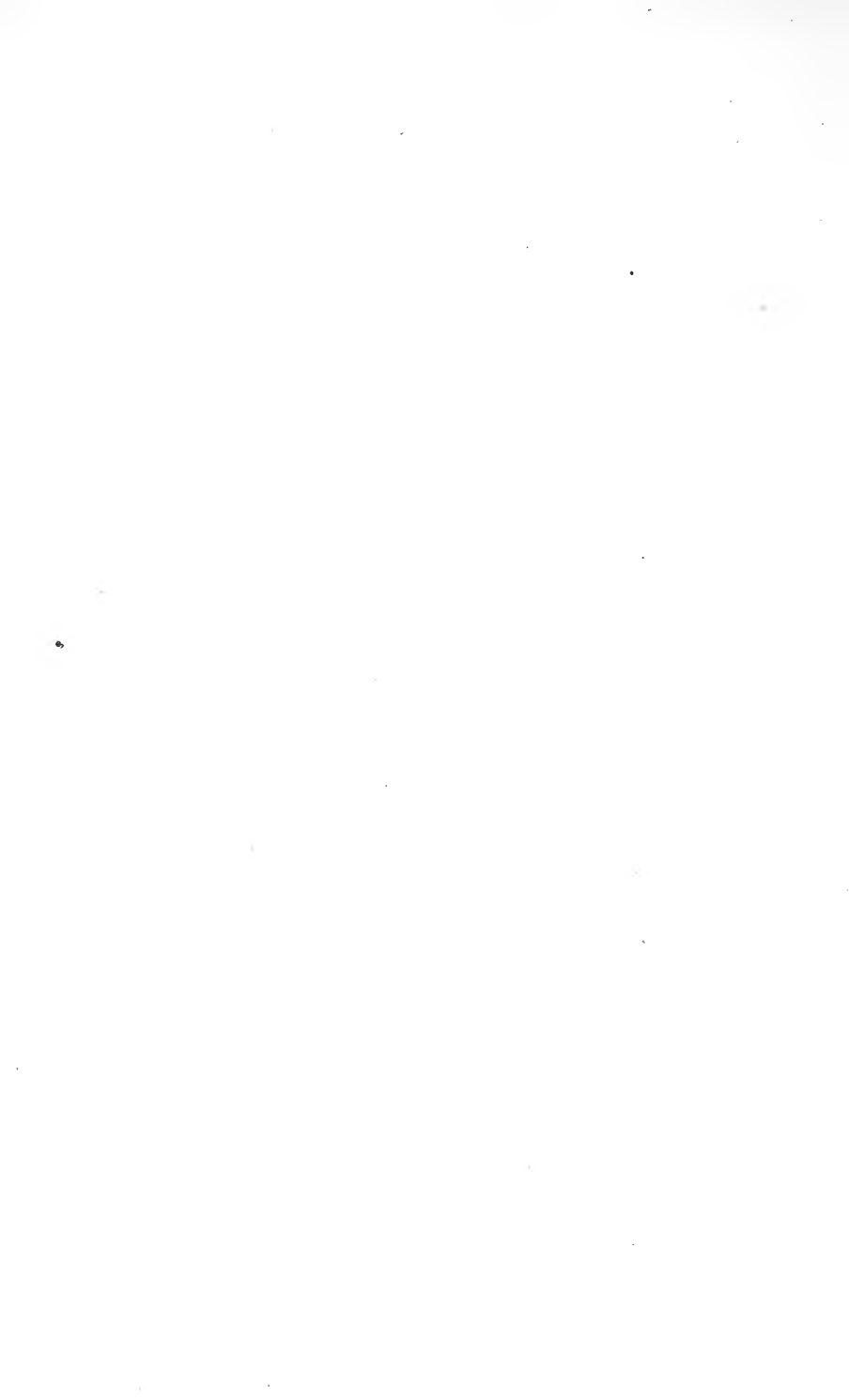


LUXURITUR.

"And I will bring the blind by a way that they knew not; I will lead them in paths that they have not known; I will make darkness light before them."—ISAIAH xlii, 16.

---

NEW YORK:  
THE BRADSTREET COMPANY,  
279 BROADWAY.



# Board of Managers.

1881.

---

AUGUSTUS SCHELL,<sup>1</sup>

ROBERT S. HONE,<sup>1</sup>

D. LYDIG SUYDAM<sup>1</sup>

THEODORUS BAILEY MYERS,<sup>2</sup>

JOHN TREAT IRVING,<sup>2</sup>

JAMES M. McLEAN,<sup>2</sup>

SMITH CLIFT.<sup>2</sup>

WILLIAM WHITEWRIGHT,<sup>2</sup>

WILLIAM C. SCHERMERHORN,<sup>2</sup>

CHARLES DE RHAM,<sup>2</sup>

FRANCIS A. STOUT,<sup>2</sup>

FRED. AUG'S SCHERMERHORN,

PETER MARIÉ.<sup>2</sup>

FREDERICK W. RHINELANDER,<sup>3</sup>

FREDERICK SHELDON,<sup>3</sup>

CHANDLER ROBBINS.<sup>3</sup>

CHARLES E. STRONG,<sup>3</sup>

PHILIP SCHUYLER.<sup>3</sup>

TEMPLE PRIME,<sup>4</sup>

JOHN I. KANE.

<sup>1</sup> Patron.

<sup>2</sup> Benefactor.

<sup>3</sup> Life Member.

<sup>4</sup> Member.

## Officers of the Board.

---

AUGUSTUS SCHELL.....	<i>President.</i>
ROBERT S. HONE.....	<i>Vice-President.</i>
T. BAILEY MYERS.....	<i>Recording Secretary.</i>
WM. C. SCHERMERHORN.....	<i>Corresponding Secretary.</i>
WM. WHITEWRIGHT.....	<i>Treasurer.</i>

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## Standing Committees.

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### *Committee on Finance.*

JAMES M. McLEAN,	WILLIAM C. SCHERMERHORN.
JOHN T. IRVING.	

---

### *Committee on Supplies, Repairs and Improvements.*

SMITH CLIFT,	FREDERICK SHELDON,
CHARLES DE RHAM,	PHILIP SCHUYLER,
D. LYDIG SUYDAM.	

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### *Committee on Instruction and Music.*

CHANDLER ROBBINS,	CHARLES E. STRONG,
FRANCIS A. STOUT,	JOHN I. KANE.

---

### *Committee on Manufactures.*

F. A. SCHERMERHORN,	FREDERICK W. RHINELANDER,
PETER MARIÉ,	TEMPLE PRIME.

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The President shall be *ex-officio* member of all standing committees.

The Vice-President and Treasurer shall be *ex-officio* members of the Committee on Finance.—(*By Laws.*)



## Officers of the Institution.

---

WILLIAM B. WAIT.....*Superintendent.*  
JAMES W. G. CLEMENTS. M.D.....*Attending Physician.*  
EDWARD L. BEADLE, M.D.....*Consulting Physician.*

---

### *Consulting Surgeons.*

JOHN H. HINTON, M.D.                      ABRAM DUBOIS, M.D.

---

### *Teachers in the Academical Department.*

STEPHEN BABCOCK,	MISS C. BOOMHOUR,
EDSON L. SMITH,	MISS IDA E. SEWELL,
MISS L. CARPENTER,	MISS M. J. MUNROE,
MISS LUCY M. ROBINSON,	MISS L. A. ROGERS.

---

### *Teachers in the Musical Department.*

FREDERICK HENSSLER.....*Vocalization and Class Singing.*  
FREDERICK FIELDING.....*Piano Tuning.*  
MISS H. A. BABCOCK.....*Piano, Organ and Notation.*  
MISS CATHERINE CONNELL ..*Piano.*  
MISS C. E. DYER.....*Piano and Organ.*  
MISS J. K. WHIPPLE.....*Piano and Singing.*

---

### *Teachers in the Industrial Department.*

WARREN WATERBURY .....*Teacher of Mattress Making.*  
DANIEL MCCLINTOCK.....*Teacher of Chair Caning.*  
MISS ANNA SHERIDAN .....*Upholstress.*

*Fancy-Work Department.*

MISS L. A. HASKELL,  
 MISS ANNIE HAMLIN,                      MISS HANNAH RODNEY,  
 MISS MARY C. HOWES,                      MISS ANN COX,  
 MRS. MARY WARD.

---

*House Department.*

CHARLES A. COLLORD, *Steward.*  
*Matron,*    *Assistant Matron,*  
 MRS. MARY A. HAYES.                      MISS L. A. HASKELL.

---

*Juvenile Department.*

MISS ANNIE HAMLIN,                      MISS C. BOOMHOUR,  
 MRS. MARY WARD.

---

*Reception Room and Fancy Work.*

MISS L. A. ROGERS,  
 MISS ALICE HATCHMAN,                      MISS HANNAH RODNEY

---

*Hospital Nurse.*

MRS. S. E. MORGAN.

# R E P O R T.

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*To the Honorable, the Legislature of the State of New York :*

The Managers of the New York Institution for the Blind, in compliance with the provisions of the act of the Legislature of the State of New York, respectfully submit their report for the year ending September 30, 1880.

The general health of the pupils during the year has been good. One death has occurred, being the first which has taken place in this institution within the last twelve years. The report of the Attending Physician, which is hereto annexed, will give a more detailed account of the sanitary condition of the pupils during the past year.

The finances of the Institution have been carefully and faithfully administered. The moneys appropriated by the State have, by strict economy, been sufficient, with the receipts of the Institution from other sources, to meet its current expenses during the past year.

The following statement of the moneys received and expended for the year ending September 30, 1880, is submitted as required by the act of the Legislature passed in 1873 :

Cash on hand September 30th, 1879.....	\$11,744 67
Received from the State Appropriation for the benefit of this Institution.....	45,948 49
Received from other sources.....	59,240 72
Total Receipts.....	\$105,189 21

*Expenditures.*

For Salaries and Wages.....	\$22,965 97
Provisions and Supplies.....	17,166 16
Clothing.....	5,047 89
Fuel.....	1,836 50
Gas.....	728 50
Furniture and Fixtures.....	5,819 45
Traveling Expenses.....	370 62
Repairs and Improvements.....	6,992 07
Music and Instruction.....	1,097 13
Insurance.....	549 72
Medicines and Medical Supplies.....	31 00
All other Ordinary Expenses.....	4,253 15
Total.....	\$66,858 16
Extraordinary Expenditures.....	42,647 01
Total Expenditures.....	\$109,505 17

The report of the Treasurer, which is hereto annexed, presents a full statement of the receipts and disbursements of the Institution for the past year.

The following is a list of the legacies and donations which have been received from time to time, up to September 30th, 1880:

Opposite each amount is given the name of donor

## LEGACIES.

Miles R. Burke.....	\$2,000 00
Jane Van Cortlandt.....	300 00
Isaac Bullard.....	101 66

Elizabeth Bayley.....	\$100 00
John Jacob Astor.....	5,000 00
William Bean.....	500 00
Peter Gerard Stuyvesant.....	3,000 00
John Horsburgh.....	5,000 00
Elizabeth Demilt.....	5,000 00
Sarah Demilt.....	2,000 00
C. D. Betts.....	40 00
Sarah Penny.....	500 00
Sarah Bunce.....	500 00
Elizabeth Idley.....	196 00
Samuel S. Howland.....	1,000 00
William Howe.....	2,985 14
Margaret Fritz.....	100 00
James McBride.....	500 00
Charles E. Cornell.....	521 96
Charles E. Demming.....	50 00
Mrs. De Witt Clinton.....	200 00
W. Brown.....	465 00
Elizabeth Gelston.....	1,000 00
Robert J. Murray.....	500 00
Seth Grosvenor.....	10,000 00
Elijah Withington.....	100 00
Benjamin F. Butler.....	800 00
Frissel Fund.....	2,000 00
Simeon V. Sickles.....	6,561 87
Anson G. Phelps.....	5,675 68
Thomas Reilly.....	2,254 84
Elizabeth Van Tuyl.....	100 00
Thomas Egleston.....	2,000 00
Sarah A. Riley.....	100 00
William E. Saunders.....	725 84
Thomas Eddy.....	1,027 50
Robert C. Goodhue.....	1,000 00
Jonathan C. Bartlette.....	190 00
Stephen V. Albro.....	428 57
John Penfold.....	470 00
Madam Jumel.....	5,000 00
Mrs. Steers.....	34 66
Thomas Garner.....	1,410 00
Chauncey and Henry Rose.....	5,000 00
Elizabeth Magee.....	534 00
John J. Phelps.....	2,350 00
Rebecca Elting.....	100 00

Regina Horstein .....	\$250 00
G. Martens .....	500 00
John Alstyne .....	10,320 44
Elizabeth and Sarah Wooley .....	5,984 83
Benjamin Nathan .....	1,000 00
Thomas M. Taylor .....	6,151 94
Simeon Abrahams .....	2,804 00
James Peter Van Horne .....	20,000 00
Caleb Swan .....	500 00
Mrs. Adeline E. Schermerhorn .....	10,000 00
Henry H. Munsel .....	3,396 32
Thomas C. Chardevoyne .....	5,000 00
William Dennistoun .....	11,892 77
William B. Astor .....	5,000 00
Benjamin F. Wheelwright .....	1,000 00
George T. Hewlett (Executor) ....	500 00
Ephraim Holbrook, with additional premium on bonds.	39,458 16
Mrs. Emma B. Corning .....	5,000 00
Eliza Mott .....	140 00
Mary M. Colby .....	595 86
D. Marley .....	1,400 00

At the close of the fiscal year, September 30, 1880, there was invested of this fund, in United States bonds and New York City stock, the sum of one hundred and forty-seven thousand dollars at their par value, for which was paid the sum of one hundred and fifty-one thousand eight hundred and nineteen and  $\frac{41}{100}$  dollars. The residue of the said fund has been charged as investment in real estate and improvements, it having been expended in the erection of buildings now used and occupied by the Institution, and in making other permanent improvements for the comfort and accommodation of the pupils.

The Managers take this opportunity to express their high opinion of the energy, faithfulness and care with which Mr. WILLIAM B. WAIT, the Superintendent

of this Institution, has discharged his onerous duties, and also of the fidelity of the employees under him.

The Managers respectfully ask from your Honorable Body that an appropriation of two hundred and forty dollars be made for each pupil for the current year. For the last year the sum allowed was two hundred and fifty dollars, which, with the funds of the Institution, was sufficient to meet the expense of the support and education of each pupil. The appropriation for the current year is two hundred and twenty-five dollars. This was made at the time when the prices of provisions and all the other necessities of life were less expensive than they now are, and this sum will not be sufficient to meet the necessary expenses of the Institution, and support and educate the pupils in a manner to secure to them the full advantages of the Institution. They respectfully ask, for the reasons above mentioned, that the appropriation for the next year be increased from two hundred and twenty-five to two hundred and forty dollars.

We take this opportunity to tender to your Honorable Body our sincere thanks for the generous consideration and cordial support which this Institution has always received, and to express the hope that it will be continued. We feel that our work is a good one, and deserves all aid and encouragement from those who sympathize with the helpless and friendless.

All which is respectfully submitted.

AUGUSTUS SCHELL, *President.*

T. BAILEY MYERS, *Secretary.*

*City and County of New York, ss. :*

AUGUSTUS SCHELL, of said city, being duly sworn, saith: That he is President of the New York Institution for the Blind; and that the above report, signed by him, is true, to the best of his knowledge and belief

AUGUSTUS SCHELL.

Sworn to before me this 11th }  
day of January, 1881. }

HULBURT PECK,

*Notary Public (63), N. Y. Co.*



To Balance September 30, 1879.....	\$11,744 67	By Cash paid for Supplies.....	\$17,197 16
" Cash received from State New York.....	45,948 49	" " Salaries and Wages.....	22,965 97
" " State New Jersey.....	7,492 76	" " Clothing.....	5,047 89
" " County New York.....	4,923 79	" " Furniture and Fixtures.....	5,819 45
" " Kings County.....	1,473 26	" " Repairs and Improvements.....	6,992 07
" " Legacies.....	7,135 86	" " Traveling Expenses.....	370 62
" " Fairs and Exhibitions.....	146 75	" " Gas.....	728 50
" " Clothing.....	302 91	" " Investments.....	25,687 50
" " Sale of Manufactures.....	3,066 38	" " Mount Hope.....	3,367 00
" " Interest.....	7,193 03	" " Music and Instruction.....	1,097 13
" " Bonds.....	25,000 00	" " Insurance.....	549 72
" " Rents.....	163 25	" " Manufacturing Department.....	1,357 27
" " Petty Accounts.....	881 64	" " Petty Accounts.....	2,366 88
" " Supplies.....	254 37	" " Fuel.....	1,836 50
" " Furniture and Fixtures.....	114 96	" " Building.....	13,592 51
" " Repairs and Improvements.....	63 46	" " Fairs and Exhibitions.....	129 00
" " Building, 1879.....	93 96	" " Steward's Fund.....	400 00
" " Music and Instruction.....	83 81	By Balance.....	7,428 71
" " Fuel.....	23 78		
" " Salaries and Wages.....	14 00		
" " Donation.....	10 00		
" " Traveling.....	2 75		
" " Steward's Fund.....	800 00		
	<u>\$116,933 88</u>		<u>\$116,933 88</u>

Examined and found to be correct,  
November 27th, 1880.

J. M. McLEAN,  
JOHN T. IRVING,  
WM. C. SCHERMERHORN, } Committee.

WM. WHITEWRIGHT, Treasurer.

## Attending Physician's Report.

---

*To the Board of Managers of the New York Institution  
for the Blind :*

*Gentlemen*—Your Attending Physician would present the following annual report :

We have to note an epidemic of measles in the month of April. The first intimation of the disease came from a female pupil, who, returning from a visit at home (where they had the disease), sickened, and from this case we record thirteen, all of an intense type, and, with one exception, confined to the female pupils. The pupils attacked occupied different dormitories, and frequented various parts of the building, yet, by isolation and careful disinfection, resorted to in each case as it occurred, we were enabled to confine the disease to a circle of youthful associates.

Only one boy was attacked. In this case, the disease was complicated with a double pneumonia. After a protracted illness, he made a perfect recovery. The origin of the disease in this case we were not able to trace, but were forced to conclude that it was introduced from without.

Owing to the constant exposure of the pupils from contact with the public, and from their periodical visits

home, exemption from visitations of epidemic diseases is not to be expected. Hitherto, we have succeeded in limiting such diseases to the subjects who introduced it, and to their immediate associates.

I have to report one death at the Institution; the first in twelve years. Emina Lowe died of pulmonary consumption in April last. Her retiring and gentle manners endeared her to all. Her condition precluded her removal from the Institution. We have the great satisfaction to know that her life was made comfortable, and was prolonged to the possible limit of her vitality.

I would again acknowledge my obligations to the Superintendent, Mr. William B. Wait, whose valued and hearty co-operation enables me to present such satisfactory results.

Respectfully submitted,

(Signed) J. W. G. CLEMENTS.

## Report of the Superintendent.

---

*To the Board of Managers:*

*Gentlemen:*—At the close of the year ending September 30th, 1879,

The number of pupils was .....	200
Number admitted during the year.....	32
Whole number instructed.....	232
Reductions.....	29
Remaining September 30th, 1880.....	203

One of our pupils, Emma Lowe, died in April last of consumption. This was the first death of a pupil in the Institution in upwards of twelve years. During the past year, the expenditure for medicines and medical supplies was only \$31, a part of which was incurred for the treatment of diseases of the eye. In view of the general immunity of the pupils from sickness, the small yearly outlay for medicines, and of the successful treatment of the few serious cases which have occurred, it will be conceded that the sanitary condition of the Institution has been exceptionally good.

In the several departments of instruction the usual course has been followed. The branches taught in the literary department are those that are essential to a good English education. The pupils are instructed in

the subjects of musical notation and harmony, and are taught to write music. They are trained in the art of piano and organ playing, piano tuning and singing, and in various branches of handiwork, such as cane seating, mattress making, sewing, knitting, crocheting, and the use of the sewing and knitting machines. The more advanced school are also required to give regular instruction in music to the less advanced pupils, and are thus made familiar with the art of teaching. The various methods of objective teaching and illustration, by means of tangible objects and manual apparatus, are practiced in every department.

The Sixth Biennial Convention of the American Association of Instructors of the Blind, was held at Louisville,\* Ky., August 16th-18th, 1880. The Committee appointed at the meeting held at Columbus in 1878 to memorialize Congress in behalf of the education of the blind, presented the following report, which was ordered to be printed:

*To the American Association of the Instructors of the Blind:*

Your committee, appointed at the meeting of this Association held in Philadelphia, in 1876, to present a memorial to the United States Congress upon the subject of the education of the blind, and to apply for government aid for printing for the blind, respectfully report as follows:

The memorial, bearing the signature of all the Superintendents of the Institutions for the Education of the Blind in the United States, was duly presented to Congress, together with a bill providing for the setting apart of a fund, \$250,000, the interest of which was to be used for providing books and tangible apparatus for the blind. The bill and memorial are set forth at length in the preliminary report of this committee, published in

the proceedings of the Association meeting held at Columbus, in 1878. In that report it was stated that the bill passed the House of Representatives June 18, 1878, by the vote of one hundred and twenty-four yeas to twenty nays.

Your Committee went to Washington, and through Mr. Wait, Superintendent of the New York City Institution for the Blind, set forth the nature of the bill in the presence of the Senate Committee on Education and Labor, January 22, 1879. That committee made the following report, based upon Mr. Wait's argument, with their unanimous recommendation that the bill ought to pass :

#### REPORT OF U. S. SENATE COMMITTEE ON EDUCATION AND LABOR.

That it has been the policy of the government since 1787 to foster education. Since that time grants of land by Congress for this purpose have amounted to 95,737,714 acres, and the money grants to \$47,785,197.93. (See Report of Commissioner of Education for the year 1876, pages 16 and 17.)

In making these grants it was not the intention of Congress that any class of citizens should fail to receive the benefits arising therefrom.

These funds, however, have been devoted to the establishment of the common-school systems of the several States; but owing to the peculiar conditions of the deaf and dumb and of the blind, these classes of our citizens have not been able to participate in the benefits of these grants.

The class of the deaf and dumb exceed the blind two to one; hence their necessities were earlier discovered; and in 1817, on their first application, congressional aid was granted to place them on their proper plane of equity with those already receiving aid from the grants already referred to.

Since 1817 the grants of land for the education of the deaf and dumb have amounted to 45,440 acres (see page 13 of the report for 1876 of the Commissioner of Education), while the grants of money for lands, buildings, and maintenance of schools for the deaf and dumb amount to about \$1,500,000. (See tables of statistics of institutions for deaf and dumb in reports of the Commissioner of Education for the years 1873, '74, '75, '76.)

Up to the present time the interests of the blind in these respects have not been recognized, and the object of this bill is to secure for them an equitable consideration of their just claims.

A revision of the public school laws of the several States would be required to secure a participation by the blind in the grants already made. Even if this were possible, it is manifestly inexpedient.

The want of experience and the great expense of manufacturing books and apparatus designed for the use of the blind render it impracticable for such an enterprise to be carried on by the separate States; while the demand is so small as to offer no inducement to private capital.

There are thirty States in which schools are maintained for the blind, and their needs for improved text-books and apparatus are imperative.

As an example of the difficulties that surrounded their education, it may be stated that a copy of the Bible, which can be bought in fair print (for the seeing) for fifty cents, costs, when embossed for the blind, twenty dollars.

It is desirable to secure the benefits of experience and co-operation which this bill insures, and to enable the blind to stand upon an equitable plane with others.

The bill came up in the Senate February 22d, and was debated and postponed. March 3, 1879, it was passed by a vote of forty yeas to seven nays, and upon the signature of the President became a law.

Senator A. E. Burnside, of Rhode Island, Chairman of the Senate Committee on Education and Labor, was the earnest friend of the bill from the time it came before that committee. He pressed it upon the attention of the Senate, and after securing its consideration presented its merits with an ability and force that secured its final passage. The Hon. Albert S. Willis, representative from the Fifth Congressional District of Kentucky, who introduced the bill and took charge of it in its whole course through the House of Representatives, was unwearied in his labors in its behalf until it became a law. He watched its course in the Senate, and lost no opportunity of personally explaining to the various Senators the important features of the bill. The success of the measure is largely due to the intelligent interest that Mr. Willis took in its behalf and the activity and energy he displayed in making known the claims of the blind to Congress.

We feel that the gratitude of all the blind and of all interested in their education is due to Mr. Willis. We may not be able to erect for him a monument of enduring bronze, but in addition to the satisfaction that he must enjoy from the consciousness of his disinterested actions in advancing the education of the blind, we desire to place upon record this assurance of our appreciation of him and of his labors, that whoever reads them may recognize how well he used his opportunity to aid in bringing light to those that sit in darkness.

Respectfully submitted,

B. B. HUNTOON,  
W. B. WAIT,  
WM. CHAPIN,  
F. D. MORRISON,  
W. D. WILLIAMS.

The first meeting of the Board of Trustees of the American Printing House for the Blind held since the organization of the Board under the act of Congress above referred to, was held at the same time and place. From the Proceedings of the Board, I make the following extracts :

The President then announced that the first business in order was the calling of the roll.

The result of the roll-call showed the following members present: Messrs. Bullock, Bell, Carter and Jefferson, of the Kentucky Board ; and, in addition, those of the *ex-officio* members, the superintendents of Institutions for the Blind from the States of Arkansas, Georgia, Illinois, Indiana, Iowa, Kansas, Kentucky, Louisiana, Maryland, Michigan, Minnesota, Missouri, Nebraska, New York (city), New York State, Ohio, Pennsylvania, North Carolina, Tennessee, Virginia, West Virginia and Wisconsin.

The Secretary read the act of Congress providing an income



for the purpose of promoting the education of the blind through the American Printing House for the Blind.

Also the act of the legislature of Kentucky making the superintendents of Institutions for the education of the Blind *ex-officio* members of the Board of Trustees.

A committee, consisting of Messrs. Morrison, Smead and Miller, was appointed to examine the accounts of the American Printing House for the Blind.

A series of resolutions were offered by Mr. Wait, which were ordered printed and made the special order for the evening session.

The Board adjourned till 8 o'clock P. M.

#### EVENING SESSION.

The Board was called to order by Judge Bullock, who stated that the resolutions offered by Mr. Wait were in order.

The first resolution was adopted.

The second and third were referred to a committee consisting of Messrs. Wait, Williams and Morrison, and made the special order of business for 2 o'clock P. M. to-morrow.

The question of a quorum was also referred to the same committee.

The fourth resolution was adopted.

The fifth resolution was adopted.

The Board adjourned till 2 o'clock P. M., August 18.

#### MORNING SESSION.

AUGUST 18.

The Board met at 2 o'clock P. M., with the Vice-president, Mr. Chapin, in the chair.

The second resolution was adopted.

The third resolution was adopted.

The resolutions were then read and adopted as a whole, as follows:

1. *Resolved*, That the members of the Board of Trustees who are or shall be residents of the State of Kentucky, are hereby

constituted an Executive Finance Committee, and the said Committee is hereby vested with full power and authority to do all necessary acts for the administration of the financial affairs of the American Printing House for the Blind, and for the care and management of its property.

2. *Resolved*, That a committee of five superintendents be appointed by the President, who shall be known as the Executive Publication Committee, whose duty it shall be to present to the superintendents of the several Institutions for the Blind in North America, at least once in each fiscal year of the American Printing House for the Blind, lists of books, from each of which each superintendent shall select one, and the books receiving the greatest number of votes shall then be printed in such type as designated by a majority of superintendents. But if any superintendent shall desire to have the book printed in a different type from that designated by a majority of the superintendents they shall be so printed, provided, that the money constituting the quota of the institution of which he is the superintendent shall be sufficient in the aggregate to defray the expense of such printing, and shall be so appropriated.

3. *Resolved*, That the money quota of the subsidy fund of any institution may be devoted to the publication of any work selected by the superintendent of the same.

4. *Resolved*, That requisitions may be made for books or apparatus not printed or constructed at the American Printing House for the Blind, by any institution, to an amount not exceeding twenty per cent. of the money quota of any institution making such requisition for the fiscal year in which it shall be made.

5. *Resolved*, That the term apparatus shall include such articles only as are specially adapted to the use of blind students, as such.

Mr. Wait offered the following resolutions, which were adopted :

*Resolved*, That there shall be a meeting of the Trustees of the American Printing House for the Blind in the month of August of each year, due notice of which shall be sent to each member of the Board by the Secretary at least two weeks before the time of said annual meeting. And a special meeting may be called at any time on the recommendation of any five Trustees presented in writing to the President of the Board.

*Resolved*, That five members of the Board shall constitute a quorum for the transaction of business at the annual meetings,

and at the special meetings called in accordance with the foregoing resolutions.

Mr. Morrison, from the committee appointed to examine the accounts of the American Printing House for the Blind, reported as follows:

Your committee respectfully reports that it has carefully examined the condition of the American Printing House for the Blind, its books and its methods of doing its business. Every thing was found to be in a satisfactory condition, and the business of the institution is conducted in a complete and business-like manner.

Respectfully submitted,

F. D. MORRISON,  
GEORGE H. MILLER,  
G. L. SMEAD.

The report was received and approved.

The President appointed as the Executive Publication Committee, Messrs. Huntoon, Wait, Williams, Morrison, and Mrs. S. C. Little.

There being no further business, the Board adjourned.

The discipline and general administration of the Institution, were never, within my knowledge, so thorough and efficient as at present. The deportment and progress of the pupils has, with rare exceptions, been satisfactory. I take pleasure in stating that the officers and teachers have discharged their arduous and responsible duties with enthusiasm and ability, not shrinking from any task, however unpleasant or difficult.

The annexed statement shows the receipts and disbursements of the Manufacturing Department for the last fiscal year.

All which is respectfully submitted.

WILLIAM B. WAIT, *Superintendent*.



# LIST OF PUPILS.

---

## MALES.

BYRNE, THOMAS  
BARR, JAMES  
BARRY, JOHN  
BLISS, WILLIAM  
BELFORD, THOMAS  
BORTHMAN, EDWARD  
BLISS, CHARLES  
BEECHER, FRANCIS J.  
BURNS, ROBERT  
BROOKS, SAMUEL  
BROWN, JOHN J.  
BURKE, JAMES  
BLAKE, JOHN  
BLISS, JOHN  
BEINER, HENRY W. F.  
BARTENS, CHARLES W.  
BLOXUM, FREDERICK  
BAUGH, FRANCIS A.

CORCORAN, JOHN  
COFFIE, HENRY  
CONNELLY, JAMES  
COSTELLO, WILLIAM  
COSTELLO, THOMAS  
COWAN, JOHN  
CONNOR, JAMES  
CORBETT, HENRY F.  
CANNON, PERCY W.  
  
DA BEAR, SOLOMON  
DALEY, SAMUEL  
DONNELLY, HUGH  
DONOHUE, EDWARD J.

FRICKE, JOHN  
FISCHER, OTTO C.

GARDINIER, ALBERT  
GROWNY, JAMES  
GARY, JOHN

HUGHES, EDWARD  
HEBERT, HENRY B.  
HAHN, JOSEPH  
HUNT, EDWARD A.  
HARRING, PATRICK  
HURLEY, JOHN  
HAZELTON, WILLIAM  
HACKET, STEPHEN  
HETNER, GEORGE W.  
HARSH, FOREST

KROTLENTHALER, H. A.  
KLEIN, ALFRED  
KAUFMANN, GUSTAVUS J.

LUBBIN, CHARLES A.  
LINNSEN, C. C.  
LARKIN, WALLACE  
LUCAS, JOHN F.  
LYONS, CHARLES V.  
LINDNER, JACOB

MATTHEWS, THOMAS  
McFARLAND, HARRY D.  
MIERSON, HENRY  
McGUIRE, JOSEPH  
MURPHY, GEORGE  
MULLINS, WILLIAM H.  
McDUFF, JAMES H.  
MAHONY, JAMES  
MUSLER, JOHN  
McGHAN, PETER  
MOSHER, EDWARD A.  
McKILLOP, JOHN T.  
MAYER, MARX

NICHOLS, JOHN W.

O'KANE, SIMON  
O'DWYER, GEORGE  
O'BRIEN, MICHAEL  
O'KEEFE, AUGUSTUS V.  
O'DONNELL, THOMAS B.

PAYNE, CHARLES  
PHILLIPS, WILLIAM H.

RINN, TERRENCE P.  
ROGERS, EDWARD A.  
REILLY, MICHAEL  
REGNER, WILLIAM  
ROWE, LESLIE

SKALLON, JAMES  
STANTON, THOMAS  
SATLER, JOHN  
SCHAADT, WILLIAM  
SMITH, JOHN W.  
SCULLEY, BENJAMIN F.  
SWINT, MICHAEL

THOMPSON, THOMAS M.  
TRAZINSKY, HENRY J. G.

WORTMAN, JESSE  
WILLOW STEPHEN F.  
WESTBROOK, EDWARD M.  
WORTH, JOHN

YANOWITZ, ADOLPH

ZAISS, ALFRED  
ZIMMERMAN, ADAM

### FEMALES.

ARMOUR, ELIZABETH

BARRETT, JULIA  
BOLLARD, MARGARET  
BOLGER, HENRIETTA  
BLISS, BARBARA  
BERGEN, CATHARINE E.  
BUTTEL, GRETCHEN  
BEREAN, ADELLA G.  
BUCKALEW, IRENE  
BAILEY, SARAH  
BRAUN, MARY A.

CRAWFORD, MARY E.  
COFFEY, MARGARET  
COLLINS, MARY  
CREAGLE, GERTRUDE M.  
CASEY, ELIZABETH  
CAMERON, MARGARET  
CORBETT, MARY J.  
CARY, ANNA

DORIS, ELLEN  
DONOVAN, MARY  
DUFFY, ELLEN  
DUNNER, ELIZABETH  
DURGAN, CHLOE C.

DEARINE, IDA L.  
DONOHUE, MARIA A.

EDDY, JESSIE M.  
ENGLISH ANNIE M.

FICHTEL, AMELIA D.  
FLYNN, ELIZABETH  
FLINT, ELLEN  
FRANCIS, MARGARET A.  
FOLEY, ROSE ELLA  
FAY, JULIA

GRIESHABER, ELIZABETH  
GINGER, ELIZABETH S.  
GORMAN, MARY  
GILLIS, LUCY  
GARAGHTY, EMMA  
GEPHART, MARGARET

HICKS, SUSAN W.  
HENDERSON, MINNIE  
HURST, ADA  
HENNESSY, MARGARET  
HETZEL, ANNIE  
HENNESSY, ELIZABETH T.  
HOLLEY, CATHERINE F.  
HILTON, ESTHER A.  
HAYES, FRANCES H.  
HORTON, AGNES R.  
HOGAN, MARY E.  
HANCOCK, IDA  
HENRY, NELLIE  
HEIN, FANNIE A.  
HAFFNER, ANNIE C.

JOHNSON, DELIA M.  
JACKSON, ISADORE

KELLY, ELIZABETH  
KAUFFINGER, ROSA L.

LENT, JOSEPHINE  
LOCHMOND, ROSA  
LAZARUS, MARY  
LYONS, MARY  
LANTHIER, EMILY  
LEVY, MATILDA

MURPHY, ELLEN T.  
MEYER, FRANCES B.  
MINER, MARY  
McMAHAN ANNIE  
MULLANE, ELLEN  
MULLANY, DORENDA  
MULHOLLAND, EMILY  
MALONE, MARY  
McDONALD, ALICE C.

MURTHA, ANNA  
 McGUIRE, ANNIE  
 MANNING, MARGARET  
 MENTER, CATHERINE  
 MILLER, AMELIA  
 MULHOLLAND, MARY R.  
 McCORMICK, MARY  
 MEEHAN, REBECCA A.  
 McCARTHY, BRIDGET

NOLAN, ANN  
 NEWMAN, JENNIE

O'NEILL, CATHERINE  
 O'HALLORAN, ELIZABETH  
 O'KEEFE, CATHERINE  
 O'NEILL, MARY  
 OFFERMANN, SOPHIA W.

PARKINSON, ANNIE E.  
 PURDY, SUSIE V.  
 PFISTER, ELIZA  
 PRICE, EMMA

REGAN, JULIA  
 REED, LILLIE B.  
 ROGERS, FLORA E.

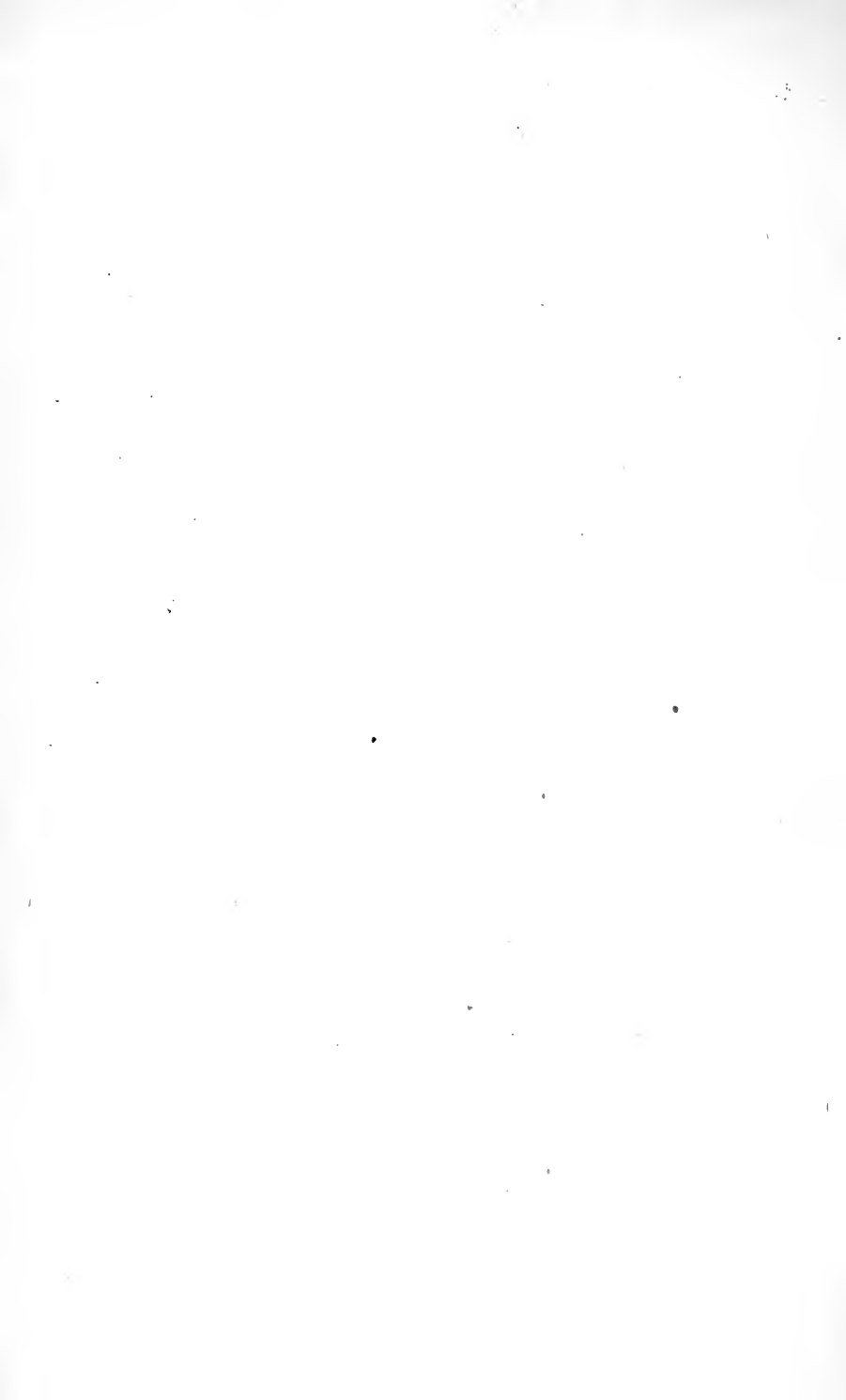
SHEA, MARGARET  
 SMITH, MARY ANN  
 SMITH, MARGARET A.  
 SCHLOSSER, CATHERINE  
 SCHAEFER, MATILDA  
 STANTON, CATHERINE F.  
 STROBEL, ELLEN  
 STAAB, SOPHIA  
 SHEA, ANNIE  
 STAFFORD, MARY  
 SMITH, MARY E.

TURNER, EMMA

VASSAR, MARY ANN  
 VIALS, MINNIE P.

WHITE, ABIGAIL  
 WALLEN, LILLIAN  
 WILLIAMS, MARGARET  
 WYATT, FREDERICA  
 WRIGHT, ELEANORA  
 WEBBER, ANGELINE  
 WHITE, SARAH J.

YOUNG, FAY M.  
 YOUNG, JANETTE E.





FORTY-SIXTH

ANNUAL REPORT OF THE MANAGERS

OF THE

NEW YORK

INSTITUTION FOR THE BLIND

For the Year Ending September 30, 1881.

*Serial  
N  
46. the  
1881/51*

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LUX ORITUR.

"And I will bring the blind by a way that they knew not; I will lead them in paths that they have not known; I will make darkness light before them."—ISAIAH xlii, 16.

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NEW YORK:  
THE BRADSTREET COMPANY,  
279 BROADWAY.

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FORM OF A BEQUEST

TO THE

NEW YORK INSTITUTION FOR THE BLIND.

---

I bequeath to my executors the sum of                      dollars,  
in trust, to pay over the same to the person who, when the  
same shall be payable, shall act as Treasurer to the New York  
Institution for the Blind, to be applied to the charitable uses  
and purposes of the said Institution, and under its direction.

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FORTY-SIXTH

ANNUAL REPORT OF THE MANAGERS

OF THE

NEW YORK

INSTITUTION FOR THE BLIND

For the Year Ending September 30, 1881.

---

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---

NEW YORK:  
THE BRADSTREET COMPANY,  
279 BROADWAY.



# Board of Managers.

1882.

---

AUGUSTUS SCHELL,<sup>1</sup>  
ROBERT S. HONE,<sup>1</sup>  
D. LYDIG SUYDAM<sup>1</sup>  
THEODORUS BAILEY MYERS,<sup>2</sup>  
JOHN TREAT IRVING,<sup>2</sup>  
JAMES M. McLEAN,<sup>2</sup>  
SMITH CLIFT,  
WILLIAM WHITEWRIGHT,<sup>2</sup>  
WILLIAM C. SCHERMERHORN,<sup>2</sup>  
CHARLES DE RHAM,<sup>2</sup>  
FRANCIS A. STOUT,<sup>2</sup>  
FRED. AUG'S SCHERMERHORN,<sup>2</sup>  
PETER MARIÉ,<sup>2</sup>  
FREDERICK W. RHINELANDER,<sup>3</sup>  
FREDERICK SHELDON,<sup>3</sup>  
CHANDLER ROBBINS,<sup>3</sup>  
CHARLES E. STRONG,<sup>3</sup>  
PHILIP SCHUYLER,<sup>4</sup>  
TEMPLE PRIME,<sup>4</sup>  
JOHN I. KANE.<sup>4</sup>

---

<sup>1</sup> Patron.

<sup>2</sup> Benefactor.

<sup>3</sup> Life Member.

<sup>4</sup> Member.

## Officers of the Board.

---

AUGUSTUS SCHELL.....*President.*  
ROBERT S. HONE.....*Vice-President.*  
T. BAILEY MYERS.....*Recording Secretary.*  
WM. C. SCHERMERHORN.....*Corresponding Secretary.*  
WM. WHITEWRIGHT.....*Treasurer.*

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## Standing Committees.

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### *Committee on Finance.*

JAMES M. McLEAN,                      WILLIAM C. SCHERMERHORN.  
JOHN T. IRVING.

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### *Committee on Supplies, Repairs and Improvements.*

SMITH CLIFT,                      FREDERICK SHELDON,  
CHARLES DE RHAM,              PHILIP SCHUYLER,  
D. LYDIG SUYDAM.

---

### *Committee on Instruction and Music.*

CHANDLER ROBBINS,              CHARLES E. STRONG,  
FRANCIS A. STOUT,              JOHN I. KANE.

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### *Committee on Manufactures.*

F. A. SCHERMERHORN,              FREDERICK W. RHINELANDER,  
PETER MARIE',                      TEMPLE PRIME.

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The President shall be *ex-officio* member of all standing committees.

The Vice-President and Treasurer shall be *ex-officio* members of the Committee on Finance.—(*By Laws.*)



## Officers of the Institution.

---

WILLIAM B. WAIT.....*Superintendent.*  
JAMES W. G. CLEMENTS, M.D.....*Attending Physician.*  
EDWARD L. BEADLE, M.D.....*Consulting Physician.*

---

### *Consulting Surgeons.*

JOHN H. HINTON, M.D.                      ABRAM DUBOIS, M.D.

---

### *Teachers in the Academical Department.*

STEPHEN BABCOCK,	MISS C. BOOMHOUR,
EDSON L. SMITH,	MISS IDA E. SEWELL,
MISS L. CARPENTER,	MISS U. H. JOYCE,
MISS A. A. BUSH,	MISS L. A. ROGERS.

---

### *Teachers in the Musical Department.*

FREDERICK HENSSLER.....*Vocalization and Class Singing.*  
MISS H. A. BABCOCK.....*Piano, Organ and Harmony.*  
MISS CATHERINE CONNELL ..*Piano.*  
MISS C. E. DYER.....*Piano and Organ.*  
MISS J. KNIGHT.....*Piano, Organ and Elementary Singing.*  
FREDERICK FIELDING.....*Piano Tuning.*

---

### *Teachers in the Industrial Department.*

WARREN WATERBURY.....*Teacher of Mattress Making.*  
DANIEL MCCLINTOCK.....*Teacher of Chair Caning.*  
MISS ANNA SHERIDAN.....*Upholstress.*

*Fancy-Work Department.*

MISS L. A. HASKELL,  
 MISS ANNIE HAMLIN,                      MISS HANNAH RODNEY,  
 MISS MARY C. HOWES,                      MISS ANN COX,  
 MRS. NAOMI BOOMHOUR.

---

*House Department.*

WM. H. HARRISON, *Steward.*  
                     *Matron,*                                      *Assistant Matron,*  
 MRS. MARY A. HAYES.                      MISS L. A. HASKELL.

---

*Juvenile Department.*

MISS ANNIE HAMLIN,                      MISS C. BOOMHOUR,  
 MRS. NAOMI BOOMHOUR.

---

*Reception Room and Fancy Work.*

MISS L. A. ROGERS,  
 MISS ALICE HATCHMAN,                      MISS HANNAH RODNEY.

---

*Hospital Nurse.*

MRS. S. E. MORGAN.

# R E P O R T.

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*To the Honorable the Legislature of the State of New York :*

The Managers of the New York Institution for the Blind, in compliance with the provisions of the act of the Legislature of the State of New York, respectfully submit their report for the year ending September 30, 1881.

The report of the Attending Physician, which is hereto annexed, shows that the general health of the pupils has been good. One death occurred in the month of January last—in the case of a young boy who had long been in feeble health. This is the only death which has taken place among the pupils at the Institution the past year. There have been a few cases of illness, from which the patients speedily recovered.

The Managers have endeavored faithfully to execute the trust committed to them in the care of the finances of the said Institution.

The following statement of the moneys received and expended for the year ending September 30, 1881, is submitted, as required by the act of the Legislature passed in 1873 :

Cash on hand September 30th, 1880.....	\$7,428 71
Received from General Appropriations.....	40,557 30
Received from other sources.....	33,960 19
Total Receipts.....	\$81,946 20

*Expenditures.*

Salaries and Wages.....	\$23,180 05
Provisions and Supplies.....	19,064 32
Clothing, Dry Goods, &c, not including Wages.....	4,135 13
Fuel.....	6,043 32
Gas.....	1,472 36
Furniture and Fixtures.....	1,150 47
Traveling.....	254 62
Repairs and Improvements.....	4,722 45
Music and Instruction, Apparatus, Instruments, &c...	1,132 14
Insurance.....	549 69
Medicines and Medical Supplies .....	83 26
All other Ordinary Expenses.....	4,067 88
Total.....	\$65,855 69
Extraordinary Expenses.....	3,289 00
Total Expenditures.....	\$69,144 69
Balance.....	\$12,801 51

The report of the Treasurer, which is hereto annexed, presents a full statement of the receipts and disbursements of the Institution for the past year.

The following is a list of the legacies and donations which have been received from time to time, from the incorporation of the Institution in 1831 up to September 30, 1881:

LEGACIES.

Miles R. Burke.....	\$2,000 00
Jane Van Cortlandt.....	300 00
Isaac Bullard.....	101 66

Elizabeth Bayley.....	\$100 00
John Jacob Astor.....	5,000 00
William Bean.....	500 00
Peter Gerard Stuyvesant.....	3,000 00
John Horsburgh.....	5,000 00
Elizabeth Demilt.....	5,000 00
Sarah Demilt.....	2,000 00
C. D. Betts.....	40 00
Sarah Penny.....	500 00
Sarah Bunce.....	500 00
Elizabeth Idley.....	196 00
Samuel S. Howland.....	1,000 00
William Howe.....	2,985 14
Margaret Fritz.....	100 00
James McBride.....	500 00
Charles E. Cornell.....	521 96
Charles E. Demning.....	50 00
Mrs. De Witt Clinton.....	200 00
W. Brown.....	465 00
Elizabeth Gelston.....	1,000 00
Robert J. Murray.....	500 00
Seth Grosvenor.....	10,000 00
Elijah Withington.....	100 00
Benjamin F. Butler.....	800 00
Frissel Fund.....	2,000 00
Simeon V. Sickles.....	6,561 87
Anson G. Phelps.....	5,675 68
Thomas Reilly.....	2,254 84
Elizabeth Van Tuijl.....	100 00
Thomas Eggleston.....	2,000 00
Sarah A. Riley.....	100 00
William E. Saunders.....	725 84
Thomas Eddy.....	1,027 50
Robert C. Goodhue.....	1,000 00
Jonathan C. Bartlette.....	190 00
Stephen V. Albro.....	428 57
John Penfold.....	470 00
Madam Jumel.....	5,000 00
Mrs. Steers.....	34 66
Thomas Garner.....	1,410 00
Chauncey and Henry Rose.....	5,000 00
Elizabeth Magee.....	534 00
John J. Phelps.....	2,350 00

Rebecca Elting .....	\$100 00
Regina Horstein .....	250 00
G. Martens .....	500 00
John Alstyne .....	10,320 44
Elizabeth and Sarah Wooley .....	5,984 83
Benjamin Nathan .....	1,000 00
Thomas M. Taylor .....	6,151 94
Simeon Abrahams .....	2,804 00
James Peter Van Horne .....	20,000 00
Caleb Swan .....	500 00
Mrs. Adeline E. Schermerhorn .....	10,000 00
Henry H. Munsel .....	3,396 32
Thomas C. Chardevoyne .....	5,000 00
William Dennistoun .....	11,892 77
William B. Astor .....	5,000 00
Benjamin F. Wheelwright .....	1,000 00
George T. Hewlett (Executor) .....	500 00
Ephraim Holbrook, with additional premium on bonds .....	39,458 16
Mrs. Emma B. Corning .....	5,000 00
Eliza Mott .....	140 00
Mary M. Colby .....	595 86
D. Marley .....	1,400 00
Henry E. Robinson .....	6,000 00
M. M. Hobby .....	726 28
Eliza Mott .....	350 00

At the close of the fiscal year, September 30, 1881, there was invested of this fund, in United States Bonds, \$118,000, at par value, but the actual cost of which was \$121,096.91, and in New York City Stocks \$29,000, at par value, but the actual cost of which was \$30,722.50.

There is also temporarily invested the sum of \$7,323.44 at interest in the Union Trust Company of New York City.

The residue of the said fund has been expended in the erection of additions to the main building and in improving its sanitary condition so as to conduce to the comfort and promote the health of the pupils, and

has been charged to the account of real estate and improvements.

The Managers are much indebted to the energy and faithfulness of the Superintendent, Mr. William B. Wait, and take this opportunity of expressing their high appreciation of the fidelity with which he has discharged his arduous duties. They respectfully ask from your Honorable Body that, in consideration of the increase of prices of provisions and all the other necessities of life, the appropriation be increased from two hundred and twenty-five to two hundred and fifty dollars per capita. The Managers take this opportunity to tender to your Honorable Body their acknowledgements for the support which you have hitherto given to this important charity, and to express the hope that it will be continued.

They feel that their work is one which should enlist the sympathy of every one, and that there is no class more deserving of encouragement and assistance than the young and uneducated blind. Two hundred and thirty-six such children have been under the charge of this Institution during the past year, receiving such instruction as will, with a proper effort on their part, enable them to contribute to their own support, and will in all cases lessen the depression and dependence which are incident to their affliction.

All which is respectfully submitted.

THE NEW YORK INSTITUTION FOR THE BLIND.

AUGUSTUS SCHELL, *President.*

T. BAILEY MYERS, *Secretary.*

*City and County of New York, ss. :*

AUGUSTUS SCHELL, of said city, being duly sworn, saith: That he is President of the New York Institution for the Blind; and that the above report, signed by him, is true, to the best of his knowledge and belief.

AUGUSTUS SCHELL.

Sworn to before me, this 4th }  
day of January, 1882. }

HULBURT PECK,

*Notary Public, N. Y. Co.*



Dr.

WM. WHITEWRIGHT, TREASURER, IN ACCOUNT WITH THE NEW YORK INSTITUTION FOR THE BLIND,

Cr.

FOR THE YEAR ENDING SEPTEMBER 30, 1881.

To Balance September 30, 1880.....	\$7,428 71	By Cash paid for Supplies.....	\$19,147 58
" Cash received from State New York.....	40,557 30	" " Salaries and Wages.....	18,930 05
" " " State New Jersey.....	7,936 67	" " Clothing, Dry Goods, &c.....	7,057 21
" " " County New York.....	5,543 36	" " Furniture and Fixtures.....	1,150 47
" " " Kings County.....	1,548 88	" " Repairs and Improvements.....	4,722 45
" " " Queens County.....	40 76	" " Traveling Expenses.....	254 62
" " " Legacies.....	7,076 28	" " Groton Water.....	242 75
" " " Fairs and Exhibitions.....	152 25	" " Gas.....	1,472 36
" " " Clothing, Dry Goods, &c.....	378 79	" " Mount Hope.....	3,289 00
" " " Sale of Manufactures.....	3,093 05	" " Music and Instruction.....	1,232 14
" " " Interest.....	6,662 57	" " Insurance.....	549 69
" " " Rents.....	260 00	" " Manufacturing Department.....	3,095 79
" " " Petty Accounts.....	195 85	" " Petty Accounts.....	1,309 26
" " " Supplies.....	197 30	" " Fuel.....	6,043 32
" " " Furniture and Fixtures.....	7 31	" " Steward's Fund.....	500 00
" " " Repairs and Improvements.....	11 75	By Balance.....	12,801 51
" " " Music and Instruction.....	315 55		
" " " Fuel.....	41 82		
" " " Tuition.....	75 00		
" " " Donation.....	20 00		
" " " Steward's Fund.....	400 00		
	<u>\$81,916 20</u>		

Examined and found to be correct, } December 12th, 1881.	J. M. McLEAN, WM. C. SCHERMERHORN, JOHN T. IRVING,	} Committee.
		WM WHITEWRIGHT, Treasurer.
		<u>\$81,916 20</u>

*D<sub>7</sub>*: THE MANUFACTURING DEPARTMENT, IN ACCOUNT WITH THE NEW YORK INSTITUTION FOR THE BLIND, *Cr.*

FOR THE YEAR ENDING SEPTEMBER 30, 1881.

To Raw Material and Manufactured Stock on hand		
September 30, 1880.....	\$245 54	
" Debits Receivable.....	802 43	
" Material bought during year.....	1,755 65	
" Salaries and Wages—		
Boys' Shop Account.....	\$122 88	
Employés.....	1,327 92—	1,450 80
		<hr/>
		\$4,254 42

## Attending Physician's Report.

---

*To the Board of Managers of the New York Institution  
for the Blind :*

GENTLEMEN—Your Attending Physician presents the following report :

The past twelve months have been remarkable for healthfulness.

There has been the usual number of slight ailments, principally from derangement of the digestive organs. There have been two cases of a grave character—one of double pneumonia, which made a protracted, but perfect, recovery; the other a pupil in whom enlargement, with valvular disease of the heart, had been recognized soon after he entered the school, and whose condition rendered him a cause of constant care and anxiety. He sickened in the month of January, and died after an illness of two weeks.

I have a special cause for congratulation in a matter which is worth recording in the history of the Institution. We have often noticed a tendency in such serious cases as have occurred during the past few years to a typhoid character, varying in intensity, yet always present, until the present session. Heretofore

severe and protracted cases would present this characteristic. The forecast and care of the Superintendent have been particularly exercised on this account, and have recently been rewarded by the fortunate discovery of an unused and heretofore unknown cesspool.

I feel warranted in believing that he has found and removed the only occult cause of disease existing at the Institution.

All of which is respectfully submitted.

J. W. G. CLEMENTS, M.D.,

*Attending Physician.*

## Report of the Superintendent.

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*To the Board of Managers:*

GENTLEMEN—At the close of the year ending September 30th, 1880,

The number of pupils was .....	203
Number admitted during the year.....	33
Whole number instructed.....	236
Reductions.....	40
Remaining September 30th, 1881.....	196

The general health of the pupils has been excellent. More particular reference to the subject is made in the report of the attending physician, Dr. J. W. G. Clements.

### EDUCATION.

Physical, social, mental and moral development, are necessarily included in a scheme of education designed for this class of persons, and under each head unusual labor is involved. It should be observed, also, that the employments open to the blind are, in general, limited to those in the pursuit of which speech and hearing are the principal factors, and which require only a limited range of manipulations. The work involves a variety of subjects, a minuteness in detail, and a degree of individual supervision neither known

nor necessary in other departments of education, and requires methods and apparatus especially adapted to the purpose. The school has seven grades, and instruction is given both to separate and mixed classes, but communication and acquaintanceship between male and female pupils during the term of pupilage is not permitted. The discipline is business-like and energetic, and is maintained by intellectual and moral forces without resort to corporal punishments. A plain record of facts is kept, in which the scholar may observe the features of his character and scholarship, as indicated by his conduct and progress from day to day. The items of record are: tardiness, absence from duty, inattention, idleness, neglect of duty, forgetfulness, carelessness, insufficient progress, want of neatness, unwillingness, disobedience, willfulness, disorder, rudeness, wastefulness, destructiveness, moral delinquencies, and class standing in the Literary, Musical and Industrial Departments. Religious instruction is received by the pupils at their homes, and at the churches and Sunday-schools of their respective sects. The course pursued in the respective departments is as follows :

#### LITERARY DEPARTMENT.

SUB-PRIMARY GRADE.—Reading, Spelling, Tables.

PRIMARY GRADE.—Reading, Spelling, Arithmetic.

INTERMEDIATE GRADE.—Reading, Spelling, Geography, with dissected Maps, English History, Object Lessons.

SUB-JUNIOR GRADE.—Reading, Spelling, Geography, with Maps, American History, Point Writing and Composition.

JUNIOR GRADE.—Reading, Spelling. Script Writing, Geography, with dissected Maps, Planisphere, Globe, Grammar, History, Composition.

**SUB-SENIOR GRADE.**—Arithmetic, Grammar, History, Geography, Physiology with Apparatus, Rhetoric, Composition.

**SENIOR GRADE.**—Algebra, Geometry, Logic, Mental and Moral Philosophy, Science of Government, Rhetoric, Composition, Natural Philosophy.

#### MUSIC DEPARTMENT.

**ELEMENTARY CLASSES.**—Singing by Interval, and Rudiments.

**ADVANCED CLASSES.**—Voice Culture, Chorus Singing, Piano and Organ Playing, Harmony, Theory and Practice of Teaching, Staff and New York Point Systems of Musical Notation, Piano Tuning.

#### INDUSTRIAL DEPARTMENT.

The male pupils are taught cane-seating and mattress-making, and, with aid of models, are practiced in performing such manipulations of the piano action and strings as are incident to the art of piano-tuning.

#### PHYSICAL TRAINING.

Class exercises in walking, marching, free gymnastics, and exercises with dumb-bells, rings and wands.

In general, the progress and deportment of the pupils have been commendable. The teachers and officers have discharged their difficult duties with energy and ability, and have co-operated cheerfully in every effort to maintain and improve the efficiency and usefulness of the Institution.

#### MUSICAL NOTATION.

In 1872, having devoted some years to the study of this subject, I presented before the American Association of Instructors of the Blind, at their meeting, held in Boston in August of that year, an outline of the principles and structure of the following Point Sign System of Musical Notation for the use of the Blind. The proposed plan received the indorsement of the Convention, and was published early in 1873, since which time it has been introduced into a number of

schools. During the time which has elapsed since the System was first published, it has been thoroughly and severely tested; to determine its adaptability as a means for *writing* or *printing*, in tangible form, clearly and concisely, every melodic, dynamic, rhythmic and harmonic design found in the *Staff* Notation. Some changes and many additions have been made in developing and extending the System, which, in its present form, is substantially complete. The revision of the first edition has involved great labor in the critical examination of music, to discover forms for the expression of which provision should be made, and in formulating rules, selecting examples, and in rearranging and writing out the whole, in order conformably with the original plan. This arduous and important work, requiring a thorough and practical knowledge of the System, and much study of the methods of musical expression used in the *Staff* Notation, was intrusted to Miss Hannah A. Babcock, teacher of music in this Institution, by whom it has been accomplished in the most thorough and successful manner.

The System is designed for use in schools, and to enable the blind at their homes to learn how to write music in tangible form, and also to utilize the music which has been, or shall hereafter be published in this System. In schools, the following course should be pursued :

1st. Give regular *class* instruction.

2d. Teach the pupils to *read* the *literary* Point System with facility.



3*d.* Teach them to *write* it correctly and with facility.

4*th.* Teach them to *read music* printed in the System, beginning with the Musical Signs and their formation and the rules for their use. The teacher should use as a guide the same piece by the same publisher, and of the same edition in the Staff Notation.

5*th.* Teach them to *write music* from dictation, using as text selections already printed in the Point System. Write but little at a time, and let the pupils frequently read and criticise what they have written.

6*th.* Teach them to memorize from finger reading, first one, then two, five, ten, or more, bars of music, requiring them to play correctly the lesson assigned. This exercise should be conducted in classes, the piano being used for the purpose of recitation only. Care should be taken to so diversify and conduct the lessons that one pupil shall not learn by imitation or ear from the recitation of another.

Each one of the steps thus briefly stated constitutes a separate and excellent subject of drill, and should be pursued with thoroughness and regularity.

In order that a blind person may transcribe music correctly, it is necessary that the original shall be correctly translated into the terms of the System by the reader. The ability to do this can readily be acquired by reading the same piece in the Point and Staff Notation, comparing them bar by bar, care being taken to refer each case to the rule which covers it.

It may be observed that it is not essential that

every sign or character in a letter-press copy of a piece of music should have its equivalent in a point sign reprint. The differences, however, are usually unimportant and easily explained. They may arise as follows:

1st. In the original there may be an error or an omission, or an item which would be superfluous or nonessential in the Point System. In such case the error should be corrected, the omission supplied, or the item omitted.

2d. Two or more methods of expression are sometimes possible and permissible, and the choice of the reader must govern. But, whatever the rendering may be, it will not be dark or ambiguous to one well versed in the rules of the System.

3d. Errors may occur in the Point Print publications, but these will not mislead the careful reader, and can readily be corrected by reference to the original.

In conclusion, the general use of this System of Musical Notation in our schools will greatly enhance the value of the study of music as a means of intellectual development, and counteract the tendency to pervert the study of the subject to sensuous and self-gratifying purposes. It will render the blind musician and teacher more capable and self-reliant by largely increasing his facilities, and by placing in his permanent possession those musical productions to which he ought to have free access.

All which is respectfully submitted.

WILLIAM B. WAIT, *Superintendent.*

# A SYSTEM OF WRITING AND PRINTING MUSIC FOR THE USE OF THE BLIND.

## CHAPTER I.








OF TONES, NOTES, INTERVALS, OCTAVES, AND RESTS.

THERE are four characteristics by which tones (or notes as they are more familiarly called) may be distinguished.

*First.* By pitch, to designate which, the following letters are used; viz.:

C. D. E, F, G. A. B. In all *seven*.

*Second.* By duration, which is represented by characters called notes, viz.:

Whole note. 	Half note. 	Quarter note. 	Eighth note, 
Sixteenth note. 	Thirty-second note, 	Sixty-fourth note, 	

In all *seven*.

*Third.* By difference of pitch.

The difference of pitch between two tones is called an interval. These are named in their order, as follows:

First, second, third, fourth, fifth, sixth, seventh, and eighth, or octave.

In all *eight*.

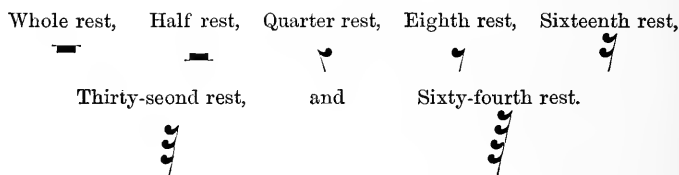
*Fourth.* By position in either of the subdivisions of the great scale or key-board.

These subdivisions are called Octaves. They are known as :

First, second, third, fourth, fifth, sixth, seventh, and eighth.

In all *eight*.

To indicate silence, characters called rests are used. These correspond to the notes in respect to length, and are named from them as follows :



In all *seven*.

It will be observed that the number of letters which indicate pitch ; the number of notes ; the number of intervals ; the number of octaves ; or the number of rests : does not exceed *eight*.

For this reason the *first eight* of the numeral signs of the New-York System of Point Writing and Printing for the Blind will be used as the basis or ground work of this system of Musical Notation. In this connection they will be known as Primitive signs.

They are as follows :



These primitive signs are the basis of four classes of derivative signs, viz. :

*First.* Signs, which indicate the pitch and the length of tones.







*Second.* Interval signs, which indicate the difference of pitch between two tones.

*Third.* Octave signs, which divide the great scale ; or key-board of the Piano into octaves.

*Fourth.* Rest signs, which indicate silence. Other derivatives are also formed from the primitive signs.



## EXAMPLE SECOND.

						
C	⋯⋯⋯	⋯⋯⋯	⋯⋯⋯	⋯⋯⋯	⋯⋯⋯	⋯⋯⋯
D	⋯⋯⋯	⋯⋯⋯	⋯⋯⋯	⋯⋯⋯	⋯⋯⋯	⋯⋯⋯
E	⋯⋯⋯	⋯⋯⋯	⋯⋯⋯	⋯⋯⋯	⋯⋯⋯	⋯⋯⋯
F	⋯⋯⋯	⋯⋯⋯	⋯⋯⋯	⋯⋯⋯	⋯⋯⋯	⋯⋯⋯
G	⋯⋯⋯	⋯⋯⋯	⋯⋯⋯	⋯⋯⋯	⋯⋯⋯	⋯⋯⋯
A	⋯⋯⋯	⋯⋯⋯	⋯⋯⋯	⋯⋯⋯	⋯⋯⋯	⋯⋯⋯
B	⋯⋯⋯	⋯⋯⋯	⋯⋯⋯	⋯⋯⋯	⋯⋯⋯	⋯⋯⋯

From these examples the following rule for the formation of *notes* may be deduced :

Write the Pitch sign, and after it, without separation, the Time sign. The note thus formed must be four points in length. The first half always indicates the pitch, and the last half the time.

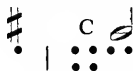
## CHAPTER III.

## \* SPACING.—ACCIDENTALS.—THE DOT, AND DOUBLE DOT.

IN writing it will often be necessary to use blank spaces. Thus, when one point horizontally is omitted, it makes one blank.

Two points horizontally being omitted, make two blanks. Three points being omitted, make three blanks.

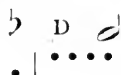
THE SHARP. A single point in the *upper* row, before a note or interval sign, and separated from it by one blank space. Example: Sharp C, a half note.



\* The vertical lines indicate blank spaces in the embossed print.

**THE FLAT.** A single point in the *lower* row, before a note or interval, and separated from it by one blank.

Example : Flat D, a half note.



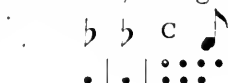
**The DOUBLE SHARP.** Two points in the *upper* row, before a note or interval, and separated from it and from *each other* by one blank.

Example : Double Sharp C, a quarter note.



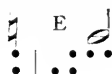
**The DOUBLE FLAT.** Two points in the *lower* row, before a note or interval, and separated from it and from *each other* by one blank.

Example : Double Flat C, an eighth note.



**The NATURAL.** A point in *each* row, before a note or interval, and separated from it by one blank.

Example : Natural E, a half note.



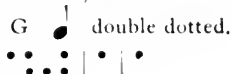
**The DOT.** A single point, in the *upper* row, after a note, and separated from it by one blank.

Example : F, a half note dotted.



**The DOUBLE DOT.** Two single points in the *upper* row, after a note, and separated from it and from *each other* by one blank.

Example : G, a quarter note, double dotted.



## CHAPTER IV.

## THE OCTAVE SIGNS.

THE position of a note on the staff indicates to the eye its relation to the key-board. In like manner, some mode of locating with certainty upon the key-board, the notes which are written upon the staff, is essential to a system of writing and printing music for the blind.

This is done by dividing the key-board, or great scale, in such a manner that no letter shall occur twice in either of the sub-divisions.

The sub-divisions will be called octaves, it being understood that the term is applied in a restricted sense, and for the sake of convenience.

Accordingly, upon a key-board beginning with A, and ending with C, and which includes fifty-two white keys, the octaves are as follows :

- First. From the lowest A ; to G above, inclusive.
- Second. From the second A ; to G above, inclusive.
- Third. From the third A ; to G above, inclusive.
- Fourth. From the fourth A ; to G above, inclusive.
- Fifth. From the fifth A ; to G above, inclusive.
- Sixth. From the sixth A ; to G above, inclusive.
- Seventh. From the seventh A ; to G above, inclusive.
- Eighth. From the eighth A ; to G above, inclusive.





The *fourth line in the Bass staff* on which the F or Bass clef is placed, is the *last degree but one in the third octave*.

The *second line in the Treble staff* on which the G or Treble clef is placed, is the *last degree in the fourth octave*.

The signs indicating the octaves, are formed from the eight primitives, by suffixing to each one a single point in the upper row. This point will be called an *index*; because its position in the upper row indicates that the primitive sign to which it is added, is to be used as an octave sign.

The octave signs are as follows:

First 8va. •••	Second 8va. •••	Third 8va. •••	Fourth 8va. •••
Fifth 8va. •••	Sixth 8va. •••	Seventh 8va. •••	Eighth 8va. •••

#### EXAMPLE THIRD.

The quarter note C in eight octaves.

1st oct. C 2nd oct. C 3rd oct. C 4th oct. C  
 5th oct. C 6th oct. C 7th oct. C 8th oct. C

The octave sign must be separated from the character which follows it by two blank spaces.

NOTE. When two or more notes in succession are of the same length, the value of the first note only is expressed.

#### EXAMPLE FOURTH.

5th oct. B D C A C 6th oct. A  
 B 5th oct. C



B      E      G    6th oct. C

• • || • • || • • || • • || • • || • •

D    5th oct. G

• • || • • • || • •

c 4th oct. F

• • || • • • || • •

In using the octave signs, the following rules should be observed :

*First.* They will *not* be placed before any note which is a Second or Third.—The reason for this is, that a tone which is a Second or Third above a given tone, will never have the same name as the Second or Third below the given tone. Hence there can be no doubt as to the position of Seconds and Thirds.

*Second.* They will *not* be placed before any note which is a Fourth or Fifth, *unless* such note falls in another octave.—In this case, a tone which is the Fifth above a given tone, will have the same name as the Fourth below the given tone. Thus, the Fifth above C, and the Fourth below it, is G. But the G above is in one octave, and the G below in another. Hence the rule.

*Third.* They will *always* be placed before any note which is greater than a Fifth.

*Fourth.* The same rule will regulate the use of octave signs before the lowest note of chords.

## CHAPTER V.

### RESTS.

As before stated ; The notes are composed of two parts, the first part indicating Pitch, and the last part, Time. In a similar manner the rests will be formed from the primitive signs, with the sign •• prefixed. This prefix is an index of silence. Thus :

Whole rest.

• • • •

Half rest.

• • •

Quarter rest.

• • • •

Eighth rest.

• • • •

Sixteenth rest.



Thirty-second rest.



Sixty-fourth rest.



Two blanks must be left both before and after the rest signs.

EXAMPLE FIFTH.

3rd oct C D E E F G  
G A B C

## CHAPTER VI.

### INTERVAL SIGNS.—CHORDS.

THE difference in pitch between two tones is called an Interval.

The Intervals are First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, &c.

The Interval signs are formed by adding to each of the primitive signs a single point in the *lower* row. Thus :


First, or Prime,	Second Interval,	Third Interval,	Fourth Interval,
Fifth Interval,	Sixth Interval,	Seventh Interval,	Eighth Interval.

The Interval signs are used in expressing chords.

RULE. In expressing chords, write the lowest note, and then the intervals of the chord, in order upward.

EXAMPLE SIXTH.




4th Octave. C  3rd Interval. 5th Interval. 8th Interval.  
 :•• || :••• || .:•. || •:•. || •:•.

NOTE 1st.—When an interval exceeds the Eighth, it may be expressed by the sign with •:•, followed by the octave sign, and then the note.


EXAMPLE SEVENTH.



4th Octave C  5th Interval with 5th Octave E.  
 :•• || :••• || •:•. || •:•. || •:•. || •:•.


NOTE 2nd.—Otherwise, it may be reckoned from the Eighth, which is the octave of the lowest note of the chord.

By this method Example 7th may be expressed as follows:

4th Octave C  5th Interval 3rd Interval.  
 :•• || :••• || •:•. || .:•.

EXAMPLE EIGHTH.



3rd Octave C  8th Interval. 3rd Interval. 5th Interval. 8th Interval.  
 .:•. || :••• || •:•. || .:•. || •:•. || •:•.

It should be observed under Note 1st, that when an octave sign precedes a note, any intervals which follow are to be reckoned from that note.

*EXAMPLE NINTH.*



3rd Oct. C  with 4th Oct. E 3rd Int. 6th Int.

• • | • • • | • | • • • | • • | • • | • • •

When a chord is dotted, the dot is placed after the lowest note, and all the intervals take the same value.

EXAMPLE TENTH.

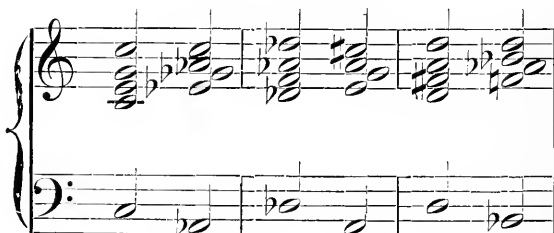


4th Oct.    E    $\varphi$  •        3rd Int. 6th Int.


When any part of a chord is changed by an accidental, such accidental sign should be placed before the part changed.

By note First, the chords in Example Eleventh are expressed as follows:

### EXAMPLE ELEVENTH.



1st Chord.

3rd Oct.	C 	with	C	3rd Int.	5th Int.	8th Int.
----------	---	------	---	----------	----------	----------



2nd Chord.

3rd Oct.  $\flat$  A  $\flat$  with 4th Oct.  $\flat$  E  $\flat$  3rd Int.  $\flat$  4th Int. 6th Int.  
 $\bullet \bullet \bullet \parallel \bullet \mid \bullet \bullet \bullet \parallel \bullet \circ \parallel \bullet \bullet \bullet \parallel \bullet \mid \bullet \bullet \bullet \parallel \bullet \mid \bullet \bullet \bullet \parallel \bullet \mid \bullet \bullet \bullet \parallel \bullet \bullet \bullet$



3rd Chord.

3rd Oct.    $\text{D}$    with    $\text{D}$    3rd Int.   5th Int.   8th Int.

4th Chord.

3rd Oct. A  with 4th Oct. E 3rd Int. 4th Int.  6th Int.

5th Chord.


3rd Oct.    D  with D  3rd Int. 5th Int. 8th Int.  
        

6th Chord.

3rd Oct.  $\frac{1}{2}$  B  $\frac{1}{2}$  with 4th Oct.  $\frac{1}{2}$  F  $\frac{1}{2}$  3rd Int.  $\frac{1}{2}$  4th Int. 6th Int.

By note 2nd, these chords may be expressed as follows:


1st Chord.

3rd Oct. C  8th int. 3rd int. 5th int. 8th int.



2nd Chord.

3rd Oct.    ♪    A    4th Oct.    ♪    5th int.    ♪    7th int.    ♪    8th int.    3rd int.

## 3rd Chord.

3rd Oct.    $\frac{1}{2}$    D    $\frac{1}{2}$    8th int.   3rd int.    $\frac{1}{2}$    5th int.    $\frac{1}{2}$    8th int.  


4th Chord.


3rd Oct. A  4th Oct. 5th int. 7th int. 8th int.  3rd int.

### 5th Chord.

3rd Oct.    D    8th int.    3rd int.    5th int.    8th int.







Rest an 8th. 4th 8va. C  Rest 8th C Rest 8th. A 4th int.



Rest 8th B 3rd int. with G  5th 8va. C. 4th 8va. G F



Rest an 8th. C  Rest 8th. B. Rest 8th C C  with E






F G A  G 





The following example is from Schumann's Album, Op. 68, No. 27, measure 23.

EXAMPLE FOURTEENTH.



4th 8va. D  B  4th int. with 5th 8va. C 



C D A  C  B A G



The following example is from Schumann's Album, Op. 68, No. 31, measure 15.

EXAMPLE FIFTEENTH.



4th 8va. C  4th int. 8th int. D 3rd int. 8th int. C 







## EXAMPLE EIGHTEENTH.

KEY OF A.

· | :::: | .:

TIME. The Time of a composition is indicated at the beginning of the piece, by the numeral written after the prefix of number.

Common time  $\overline{\text{C}}$  :::: | ::  $\overline{\frac{2}{4}}$  :::: | :: | ::  $\overline{\frac{6}{8}}$  :::: | :: | ::

Triple time  $\overline{\frac{3}{4}}$  :::: | .: | ::  $\overline{\frac{3}{8}}$  :::: | .: | .:  $\overline{\frac{9}{8}}$  :::: | : | .:

All other varieties of measure may be expressed in a similar manner.

The BAR and DOUBLE BAR. The Bar will be represented by the sign ..., or by a *blank space* of *three points* in length, and the Double Bar by the sign ... | ...

## EXAMPLE NINETEENTH.



Signature.                      Time.


 No. 1.      No. 3      4      4th Oct.      D      E      Bar.

·    :::: | :::: | :::: | .: | :: | :: || :::: ||    ···· ||    ···· ||    ···· ||    ...

F      D      Double Bar.

···· ||    ···· ||    ... | ...

## CHAPTER VIII.

FINGERING.

First finger	· ::	Second finger	· ::
Third finger	· ::	Fourth finger	· ::
Fifth finger	· ::		

These signs will be placed before the note, and separated from it by two blanks.

## EXAMPLE TWENTIETH.



Time.

No.	4	4	5th Oct.	C	1st finger.	D	2nd fin.	E	3rd fin.
•••	••	••	•••	•••	•••	••	•••	••	•••
F	4th fin.	G	3rd fin.	F	2nd fin.	E	1st fin.	D	Bar.
••	•••	••	•••	••	•••	••	•••	••	•••

## CHAPTER IX.

## THE REPEAT SIGNS.

**RULE FIRST.** When part of a measure is repeated, the repeat sign .. will be made *in the measure*, once for each repetition.

## EXAMPLE TWENTY-FIRST.



4th Oct.	C	E	G	5th Oct.	C	repeat.	rep.	rep.	bar.
•••	•••	•••	••	••	•••	•••	••	••	•••

**RULE SECOND.** When *any measure* is repeated, it is expressed by the repeat sign .. made once in each repeated measure. The bars must also be indicated.

Example twenty-first, repeated twice, is expressed as follows:



4th Oct.	C	E	G	5th Oct.	C	rep.	rep.	rep.	bar.
•••	•••	•••	••	••	•••	•••	••	••	•••
rep.	bar.	rep.	bar.						
••	•••	••	•••						



peat sign, the sign for the octave in which the repeated passage begins.

The following Example is from a Polonaise, by Voss, Op. 60.

*EXAMPLE TWENTY-FOURTH.*

Illustrating Rule Fifth, proceeding as in Rule Third.

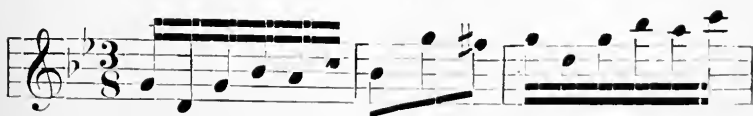


No. 3 No. 3 4 4th Oct. 1st fin. A 2nd fin.  
 C 4th fin. F E D 1st fin. E F G 1st fin.  
 A B C D Bar. E D B G E  
 2nd fin. D 1st fin. E E F F G  
 Bar. No. 2 5th Oct. rep. Bar.

The following Example is from "Classische Studien," No. 1, by Handel, measures Nos. 45, 46 and 47.

*EXAMPLE TWENTY-FIFTH.*

Illustrating Rule Fifth, proceeding as in Rule Fourth.







The following Example is from No. 12. Schumann's Album,  
first four measures.

*EXAMPLE TWENTY-SEVENTH.*

Illustrating Rules 4th and 6th.



No. 6 8 4th Oct. E F with G 5th Oct.  
 C B A D C Bar. 4th Oct. F E with  
 B A B C E Bar. No. 2 No.  
 1 rep. Bar. 4th Oct. F with B A B  
 4th Oct. E 6th int. Double bar. rep. Double bar.

The following Example is from No. 12, Schumann's Album,  
measures 5th, 6th, 7th and 8th :

*EXAMPLE TWENTY-EIGHTH.*

Illustrating rules 4th and 6th.



Double bar. 4th Oct. D G F E 5th Oct. A  
 G with B C Bar. 4th Oct. F E F

G B with C A G Bar.  
 No. 2 No. 1 rep. Bar. 4th Oct. F E F  
 G with C A G Double Bar. rep.  
 Double Bar.  
 . . .

RULE SEVENTH. When a note, chord, group, or rest, is repeated, it is expressed by placing *one point* in the lower row for each repetition.

EXAMPLE TWENTY-NINTH.

From Etudes, by A. Schmitt, Op. 16.



4th Oct. C 2nd int. 4th int. 5th int. with E rep. rep. rep.  
 rep. rep. rep. rep. Bar.  
 . . .

EXAMPLE THIRTIETH.

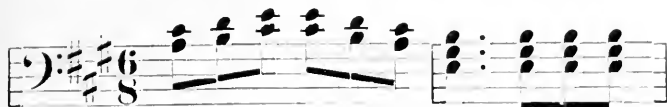
From Etudes by A. Schmitt, Op. 16.



4th Oct. E 2nd int. 3rd int. with 4th Oct. C 2d int. rep. rep.  
 rep. rep. rep. rep. Bar.  
 . . .

## EXAMPLE THIRTY-FIRST.

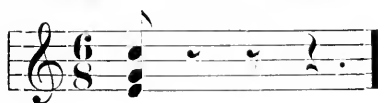
From Mendelssohn's "Song without Words," No. 3.



No.	6	No.	6	8	4th Oct.	A	3rd int.	3rd int.
•	•••	•••	•••	•••	•••	•••	•••	•••
B	C	rep.	B	A	Bar.	3rd Oct.	E	5th int.
•	•••	•••	•••	•••	•••	•••	•••	•••
5th int.	E	rep.	rep.	3rd int.	dis.	5th int.	dis.	Bar.
•••	•••	•••	•••	•••	•••	•••	•••	•••

See Chap. VI, on abbreviating intervals.

## EXAMPLE THIRTY-SECOND.




No.	6	8	4th Oct.	E	3rd int.	6th int.	rep.
•	•••	•••	•••	•••	•••	•••	•••
Double	Bar.						
•••	•••	•••	•••	•••	•••	•••	•••

## PRO FORMA.

RULE EIGHTH. A passage in which the order of tones by letter, and the characters affecting them, are the same consecutively as in a preceding passage, but which begins upon a different note, may be expressed by the repeat sign ••, followed by the *pro forma* sign •••, and after it the note which begins the transposed form.

## EXAMPLE THIRTY-THIRD.

From Nocturne in Midsummer Night's Dream, arranged for Organ.



# No. 4 4th Oct. F E D E 5th Oct. B  
 4th Oct. E rep. F E Bar, rep. pro forma. E  
 Bar. C # B Bar.

## EXAMPLE THIRTY-FOURTH.

From Trill Studies, by Rohr, Op. 24, No. 2. Illustrating Rules 1st and 8th.



No. 4 4 5th Oct. E F E F rep. rep. rep.  
 . . . . .

Bar. rep. pro forma. D Bar. rep. pro forma. G Bar.  
 ... || ... || ... || ... || ... || ... || ... || ... ||  
 rep. pro forma. B Bar.  
 ... || ... || ... || ... || ... || ... || ... || ... ||

EXAMPLE THIRTY-FIFTH.

From "Studies by Berens," Op. 61, No. 1.



No. 4 4th Oct. 1st fin. C D E 1st fin. F  
 ... || ... || ... || ... || ... || ... || ... || ... ||  
 G A B 1st fin. C D E 1st fin. F G A  
 ... || ... || ... || ... || ... || ... || ... || ... ||  
 B C Bar. rep. pro forma. 4th Oct. D Bar. rep.  
 ... || ... || ... || ... || ... || ... || ... || ... ||  
 pro forma. 4th Oct. G Bar.  
 ... || ... || ... || ... || ... || ... || ... || ... ||

EXAMPLE THIRTY-SIXTH.

From "Etudes," by Schmidt. Op. 16. No. 4.





3rd Oct, 2nd fin.  $\sharp$  C 1st fin. D  $\sharp$  C B A G  
 .. || .. || . : : : || .. || .. || : : : || . : : || .. || : : ||  
 F E D E F G A 3rd fin. B C D  
 : : || : : || . : || : : || : : || : : || . : || : : || . : ||  
 Bar, rep. pro forma.  $\sharp$  D Bar. 2nd fin. E 1st fin. F  
 ... || .. || . : || . : || . : || : : || : : || : : || : : || : : ||  
 E D C B A G F G A B C D  
 : : || . : || : : || . : || : : || : : || : : || : : || : : || : : ||  
 E F Bar, No. 2 No. 1 rep. pro forma. 3rd Oct  
 : : || : : || ... || : : || : : || : : || .. || . : || : : ||  
 $\sharp$  F Bar.  
 . : || ...

*EXAMPLE THIRTY-SEVENTH.*

From Beethoven's Sonata. Op. 106, p. 44.



No. 2 No. 3 4 4th Oct. 3rd fin. D 2d fin.  
 C 1st fin. B 3rd fin. A 2nd fin. G 1st fin. F  
 with 4th Oct. 5th fin. F 4th fin. F 1st fin. G  
 3rd fin. A 1st fin. B 3rd fin. C 4th fin. D Bar. rep.  
 pro forma. 4th Oct. F Bar.

## CHAPTER X.

### THE TIE.—THE SLUR.—THE PAUSE.

THE sign for a Tie is  $\cdot\cdot\cdot$ , and is written between the notes which are to be joined in one tone.

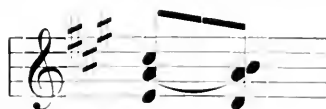
#### EXAMPLE THIRTY-EIGHTH.



2nd Oct. A Tie. 3rd int. Tie. Bar. rep. Bar. A  
 3rd int.

#### EXAMPLE THIRTY-NINTH.

From Schumann's Album, No. 36, part of 17th measure.




# No. 3 4th Oct. E 4th int. Tie. 6th int. D 5th int.  
 6th int.  
 ...

The sign for the Slur is .|.|. It is placed before the notes slurred.

The sign for discontinuance :, placed after the notes which are slurred together indicates the end of the slurred passage.

EXAMPLE FORTIETH.



Slur. 5th Oct. B C D C Dis.  
 .|.|. :.

EXAMPLE FORTY-FIRST.



# No. 4 No. 3 4 Slur. 5th Oct. B 5th Oct.  
 G F Bar. A F Dis. Bar.  
 .|.|. :.

THE COMPOUND SLUR.

RULE FIRST. When a long slurred passage includes a shorter slurred passage, the slurs neither beginning nor ending with the same note, make the slur sign *twice* at the beginning of the long slur, and make it once at the beginning of the short slur; at the close of the short slur, make it once with the discontinuance; and at the end of the long slur, make it *twice* with the discontinuance.



**RULE SECOND.** When two slurs begin upon the same note, but end on different notes, make the slur sign *twice* at the beginning, and the discontinuance sign only at the end of the short slur; at the end of the long slur make the slur sign *twice* with the discontinuance.

**RULE THIRD.** When two slurs begin upon different notes, but end upon the same note, make the slur sign *twice* at the beginning of the first slur, and once at the beginning of the second slur—and at their close make the slur sign *twice*, followed by the discontinuance.

The following Example from Beethoven's Rondo, Op. 51, No. 2, measure 57 and part of 56 and 58, illustrates the complex use of the slur.

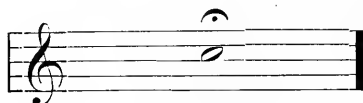
EXAMPLE FORTY-SECOND.

No. 1 No. 2 4 slur. slur. 5th Oct. G  
 bar. G F 6th Oct. B A G F E D dis.  
 slur. C D E D C B A G slur. Dis.  
 Bar. F slur. slur. dis.

In an example like measure 30, Beethoven's Sonata, Op. 34, the long slur only is expressed, the included short slurs being provided for by the use of the group sign.

The sign for the Pause is  $\cdot \cdot \cdot$ , and is placed after the note which it affects, thus :

EXAMPLE FORTY-THIRD.



C  $\oslash$  Pause. Double Bar.

$\cdot \cdot \cdot$  ||  $\cdot \cdot \cdot$  || ... | ...

## CHAPTER XI.

MELODIC SIGNS NOT HERETOFORE DESCRIBED. THE GROUP.—

APPOGGIATURA.—MORDENT.—TURN.—TRILL.—ARPEGGIO,

AND TREMOLO.




THE GROUP. Any number of notes may be included in a group.

The sign for the Group is  $\cdot \cdot \cdot$ .

RULE FIRST. A single group is expressed by placing the group sign  $\cdot \cdot \cdot$  before the first note, and after the last note of the group, followed by the discontinuance sign :

EXAMPLE FORTY-FOURTH.



5th Oct. F  Group. G  F E Group. dis. E 

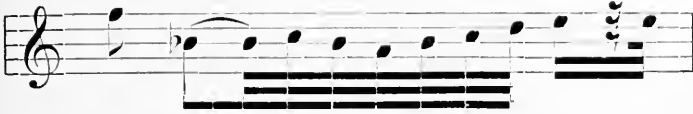
$\cdot \cdot \cdot$  ||  $\cdot \cdot \cdot$  ||  $\cdot \cdot \cdot$  ||  $\cdot \cdot \cdot$  ||  $\cdot \cdot$  ||  $\cdot \cdot \cdot$  ||  $\cdot \cdot \cdot$  ||

A

$\cdot \cdot$

The following Example is from *Andante*, by Mozart, measure 34.

EXAMPLE FORTY-FIFTH.



5th Oct. F B Tie. Group. B C B A

• • • • •

B C D Group. dis. E E Bar.

• • • • •

RULE SECOND. When a Group is repeated, follow Rule First, and place a single point in the lower row, once for each repetition.

The following Example is from Op. 34, Beethoven, measure 22nd of Variation 1st:

EXAMPLE FORTY-SIXTH.



# No. 2 Group. 4th Oct. # G A G A G

• • • • •

A Group. dis. rep. rep. Group. G A G A D C

• • • • •

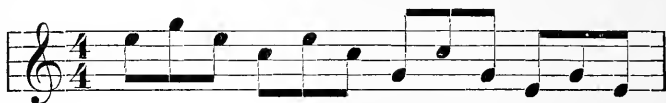
Group. dis.

• • • • •

**RULE THIRD.** In a succession of groups, composed of different notes, the group sign is placed before each group; but the group and discontinuance signs may be omitted after each group, except the last.

The following Example is from Czerny, Op. 599, No. 84, measure 12.

*EXAMPLE FORTY-SEVENTH.*



No. 4 4 Group. 5th Oct. E G E Group. C  
 :::: | :: | :: || ..' || ::' || :::: || ::' || :: || ..' || :: ||  
 E C Group. 4th Oct. G 5th Oct. C 4th Oct. G Group.  
 :: || :: || ..' || ::' || ::' || ::' || :: || ::' || ::' || ..' ||  
 E G E Group. dis. Bar.  
 :: || :: || ..' | :: || ...

The sign for the Appoggiatura is ' . . . . The value of the notes of the Appoggiatura should be expressed.

**RULE FIRST.** When the Appoggiatura consists of three tones, or less, the sign ' . . . must be placed before each note.

The following is from "Shepherd Boy," by G. D. Wilson, measures 1 and 2.

*EXAMPLE FORTY-EIGHTH.*



# No. 1 No. 6 8 4th Oct. D Bar. Slur.  
 ' | :::: | :: || :::: | :: | ' . || ::' || ::' || ... || . : ||  
 App. D App. G App. B Slur. D  
 ' . . || ::' || ' . . || :: || ' . . || ' . . || . : || ::' || ' . . ||

Dis. E  D  Dis. Slur. B G D Dis. Bar.

⠠Dis. ⠠E ⠠D ⠠Dis. Slur. ⠠B ⠠G ⠠D ⠠Dis. ⠠Bar.


In the above Example the Appoggiatura is connected with the essential note by a slur, and the essential note is also connected with the succeeding notes by a slur, whereby the note on which the first slur ends is the first note in a new slurred passage. In such cases the first discontinuance appears after the second slur, but affects the first slur only.

RULE SECOND. When the Appoggiatura consists of four or more tones, make the sign  $\bullet \cdot \bullet$  twice before the first note, and once after the last note, followed by the discontinuance sign  $:$

The following is from "Song of the Brook," by G. W. Warren, 81st measure.

EXAMPLE FORTY-NINTH.

The first staff of music is in treble clef, key of D major (indicated by two sharps), and 4/4 time. It begins with a half note D4, followed by a quarter note E4, a quarter note F#4, and a quarter note G4. A slur covers the next six notes: A4 (quarter), B4 (quarter), C5 (quarter), B4 (quarter), A4 (quarter), and G4 (quarter). The staff continues with a quarter note F#4, a quarter note E4, and a half note D4.

No. 1 No. 4 4 5th Oct. D  Slur. App.

App. E D C D E F G A B

• • • || • • • • || • • || • • • • || • • || • • || • • || • • || • • || • • ||

G F E App. dis. slur. °dis. D Bar.

An Appoggiatura either precedes or follows an essential accented tone with which it is connected. In the latter case the Appoggiatura is called an After-tone.


For illustration of After-tone see Ex. 57th.


THE MORDENT  $\sim$ .

The sign for the Mordent is  $\cdot \cdot \cdot$ , which is placed before the note affected.

The following is from Chopin's Impromptu, Op. 29, measure 1st.

## EXAMPLE FIFTIETH.



$\flat$  No. 4 4th Oct. Mordent. E  D E 5th Oct.  
 $\cdot \cdot \cdot$  |  $\cdot \cdot \cdot$  |  $\cdot \cdot \cdot$  ||  $\cdot \cdot \cdot$  ||  $\cdot \cdot \cdot$  ||  $\cdot \cdot \cdot$  ||  $\cdot \cdot \cdot$  ||  $\cdot \cdot \cdot$  ||  $\cdot \cdot \cdot$  ||  $\cdot \cdot \cdot$  ||  
 C B A  
 $\cdot \cdot \cdot$  ||  $\cdot \cdot \cdot$  ||  $\cdot \cdot \cdot$

The same Example, written as played, would be as follows :



E  F E  D E  
 $\cdot \cdot \cdot$  ||  $\cdot \cdot \cdot$  ||  $\cdot \cdot \cdot$  ||  $\cdot \cdot \cdot$  ||  $\cdot \cdot \cdot$  ||  $\cdot \cdot \cdot$  ||  $\cdot \cdot \cdot$  etc.

The TURN is indicated by the sign  $\cdot \cdot \cdot$ .

FIRST. The *horizontal turn* is expressed by the sign  $\cdot \cdot \cdot$  placed before the essential note.

## EXAMPLE FIFTY-FIRST,



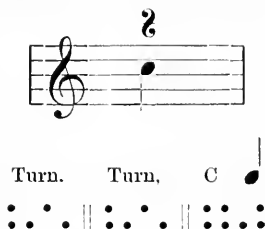
Turn C   
 $\cdot \cdot \cdot$  ||  $\cdot \cdot \cdot$

The same Example, written as played, is as follows :



SECOND. The *inverted turn* is expressed by the sign  $\therefore \therefore$  made *twice* before the essential note, thus :

EXAMPLE FIFTY-SECOND.



The same Example, written as played, is as follows :



THIRD. When a sharp, flat, or natural is placed *above* either the horizontal or inverted turn, such sharp, flat, or natural should *precede* the sign for the turn.





No. 1 4th Oct. F G with turn.

5th Oct. D E F

The same Example, written as played, is as follows:

The first system of musical notation for 'The Rose Tree'. It features a treble clef and a key signature of one flat (B-flat). The melody is written on a single staff with a common time signature (C). The notes are: G4 (quarter), A4 (quarter), Bb4 (quarter), A4 (quarter), G4 (quarter), F4 (quarter), E4 (quarter), D4 (half). There are additional staves above and below the main staff, likely for accompaniment or other parts, but they are mostly empty or contain only a few notes.

**No. 1**    4th Oct.    F    G    with 5th Oct.    D

E    D     $\sharp$  C    D    E    F

FIFTH. When a sharp, flat, or natural is placed both above and below the turn, Rules third and fourth will be applied.







The following Example is from Andante by Mozart; arranged by Bendel; part of measure 31.

*EXAMPLE FIFTY-FIFTH.*

No. 1    turn,    5th Oct. D    6th Oct. C

The same Example, written as played, is as follows :



♭ No. 1 5th Oct. D  Group. ♭ E  D  C   
 . | :: | :: || :: | :: || :: | :: || :: | :: || :: | :: || :: | :: ||  
 Group. dis. D  6th Oct. C   
 . . . | :: || :: | :: || :: | :: || :: | :: || :: | :: ||

THE TRILL. This is expressed by the sign ::::, placed before the note to be trilled.

EXAMPLE FIFTY-SIXTH.

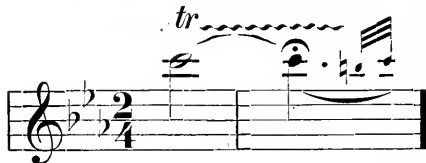



5th Oct. Trill. F  Bar.  
 :::: || :::: || :::: || :::: ||




When the trill continues beyond a single measure, repeat the sign for the trill in each measure.

The following Example, taken from Beethoven's "Six Variations for the Piano, Op. 34," illustrates the trill and After-tone.


EXAMPLE FIFTY-SEVENTH.



♭ No. 3 No. 2 4 trill. 6th Oct. C  tie,  
 . | :: | :: || :: | :: || :: | :: || :: | :: || :: | :: || :: | :: ||

Bar. Slur. Trill. C  . pause. App.  B 

App. C dis. Double Bar.






The following Example is from Thalberg's "Home, Sweet Home."



EXAMPLE FIFTY-EIGHTH.


*Sva*.....  
*tr*.....






b No. 5 trill. 6th Oct. A  with 5th Oct. F 






8th int.  G  8th int. G  8th int. 




A  8th int. Bar. Trill. A  with 6th Oct.



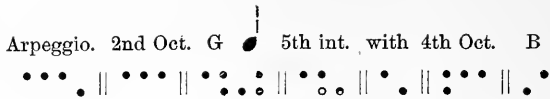
A  8th int. 



THE ARPEGGIO. This is expressed by the sign , placed before the lowest note of the chord.

EXAMPLE FIFTY-NINTH.

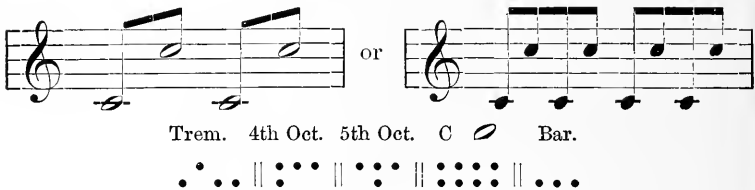




The TREMOLO is indicated by the sign •••••.

RULE FIRST. When the tremolo consists of two alternating notes, write the tremolo sign, then the two signs of the two octaves, in which the alternating notes are; then the note, giving as its value the amount of time taken for the tremolo, and then the bar. If the tremolo exceeds one bar, express it by the repeat sign of two points.

EXAMPLE SIXTIETH.



Should the two alternating notes be in the same octave, write the octave sign twice before the first note, and then proceed as in Rule 1st.

RULE SECOND. When one note is repeated, write the tremolo sign, then the sign of the octave in which it occurs, then the note, expressing as its value, the amount of time taken for the tremolo; if this exceeds one bar, express it by the repeat sign of two points.

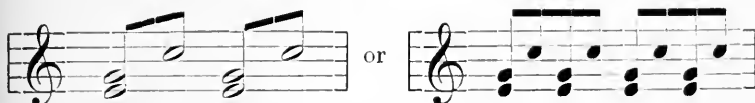
EXAMPLE SIXTY-FIRST.



RULE THIRD. When the tremolo consists of a chord alternating with a single note, write the tremolo sign, then the octave

sign, then the chord, expressing as the value the amount of time taken for the tremolo, then the single note, and the bar. If the tremolo exceeds one bar, express it by the repeat sign of two points.

*EXAMPLE SIXTY-SECOND.*





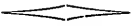
Trem. 4th Oct. E 3rd int. 5th Oct. C Bar.

. . . || : : : || . : : : || . . . || : : : || : : : || . . .

## CHAPTER XII.

## SIGNS OF EXPRESSION NOT HERETOFORE DESCRIBED.

THE following words and marks of expression will be indicated by the signs which are placed opposite to them.

<i>Piano</i> , or <i>p</i> . . . . .	•   •
<i>Pianissimo</i> , or <i>pp</i> . . . . .	•   •   •
<i>Very Pianissimo</i> , or <i>ppp</i> . . . . .	•   •   •   •
<i>Mezzo Piano</i> , or <i>mp</i> . . . . .	• • •   •   •
<i>Mezzo forte</i> , or <i>mf</i> . . . . .	• • •   •   •
<i>Forte</i> , or <i>f</i> . . . . .	•   •
<i>Fortissimo</i> , or <i>ff</i> . . . . .	•   •   •
<i>Very Fortissimo</i> , or <i>fff</i> . . . . .	•   •   •   •
<i>Piano, Forte</i> , or <i>Pf</i> . . . . .	•   •   •   •
<i>Forte, Piano</i> , or <i>Fp</i> . . . . .	•   •   •   •
<i>Crescendo</i> , or <i>cres.</i> or  . . . . .	•   •
<i>Diminuendo</i> , or <i>Dim.</i> or  or <i>Smorzando</i> . . . . .	•   •   •
<i>Accelerando</i> , or <i>Accel.</i> . . . . .	• • •
<i>Rallentando</i> , or <i>Ritardando</i> , . . . . .	• • •
<i>Ritenuto</i> , . . . . .	• • • •
<i>A tempo</i> , or <i>A temp.</i> . . . . .	• • • •
<i>Swell</i> ,  . . . . .	• • •
<i>Staccato</i> , or <i>Stacc.</i> . . . . .	• • •
<i>Accent</i> , or $\wedge$ . . . . .	• • •
<i>Forzando</i> , or <i>Sforzando</i> , or <i>Rinforzando</i> , . . . . .	• • •
<i>Tenuto</i> , or <i>Sostenuto</i> . . . . .	• • •
<i>Pedal</i> , or <i>Ped.</i> . . . . .	• • •
<i>Foot-off mark</i> * . . . . .	• • •   •
<i>Pizzicato</i> , or <i>Pizz.</i> . . . . .	• • • •

In all cases these signs must precede the passage affected thereby. When a passage is affected by the sign, either for *p*, *pp*, *ppp*, *mp*, *mf*, *f*, *ff*, *fff*, *cres.*, *dim.*, *accel.*, *rall.*, *rit.*, or *riten.*, write the sign once before the passage, and again at its close, followed by the discontinuance sign. But if passages affected by these signs are consecutive, that is, are not separated by unmarked passages, then the sign and the discontinuance need not be used at the close.

## EXAMPLE SIXTY-THIRD.

Slur. Cres. 5th Oct. B C D E Bar.

Dim. F G F E F E Dim. Dis. Slur. Dis.

Bar. Slur. D Stac. G Slur. Dis. rep.

Bar. *ff* 4th Oct. C D Bar.

It will be observed in Example 63rd that the diminuendo in the second measure, follows without interruption, the crescendo of the first measure, hence the sign for the discontinuance of crescendo is omitted. But there is an unmarked passage between the diminuendo of the second measure and the *ff* of the fourth, hence the use of the sign for diminuendo discontinued.

When *Accel.*, *Rall.*, *Rit.*, or *Riten.*, is followed by *A tempo*, write the sign for *Accel.*, *Rall.*, *Rit.*, or *Riten.*, as the case may be, and at its close the sign for *A tempo*.







Whenever the discontinuance sign is used in connection with another sign, it will be separated from that sign by *one blank*. It will be observed that in all cases, except the slur, the discontinuance sign is connected with the sign which it affects; hence, when the discontinuance sign stands alone it will be understood to refer to the slur.

The *Word Sign*. Whenever the sign  $\therefore$  occurs, it signifies the use of *words of explanation*, at the close of which the word and discontinuance signs will be used, separated from each other by one blank.

## CHAPTER XIV.

### THE ORGAN.

THE key-boards of the Organ are known as the Pedal, First Manual, Second Manual, Third Manual, and in very large organs, the Fourth Manual.

The Stops in the Pedal bank and Manuals of any particular Organ may be indicated by numbers. Owing to the fact that Organs differ widely in regard to the character and arrangement of Stops, no other method of particularizing them is practicable.

The choice of Stops will depend upon the judgment of the organist.

The Manuals and Stops to be employed, should be indicated at the beginning of a piece by the proper words, or their abbreviations, and afterwards, whenever a change occurs. In all cases, the parts—composed for the respective Manuals, should be written separately.

In general the terms *Soft*, *Loud*, and *Full*, will sufficiently indicate the character of the Stops to be used.

## CHAPTER XV.

## INSTRUMENTS OTHER THAN PIANO AND ORGAN.

MUSIC for the Harp, Violin, Flute, or other instrument, may be expressed by the methods given, as well as for the Piano and Organ.

The first octave sign will indicate the first, or lowest octave of each instrument.

Signs specially needed for any instrument will be found in the Key.

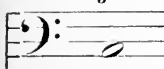

## CHAPTER XVI.

## THOROUGH BASS.




At the beginning, the signs for left and right hands will be made together, indicating that the parts for both hands appear together; then the octave sign and bass note; then the number sign and proper numerals, separated from each other by two blanks; and whenever the soprano note is given, let the sign *with* • follow the numerals, then the octave sign of the soprano note, then the note.

## EXAMPLE FIRST.

Common chord, or Triad.

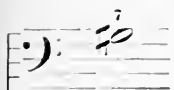
	L. H.	R. H.	3rd Oct.	C		No.	3	5
	•••	•••	•••	•••••		•••••	•••	••

The following is the same Example, with the Soprano note given.

	L. H.	R. H.	3rd Oct.	C		No.	3	5
	•••	•••	•••	•••••		•••••	•••	••
	with	4th Ot.	G					
	••	••••	••					



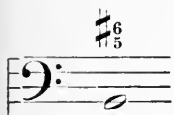
## EXAMPLE EIGHTH.

Chord of the *diminished* 7th.


L. H.	R. H.	3rd Oct.	$\sharp$	G	No.	7
⋯	⋯	⋯	⋯	⋯	⋯	⋯

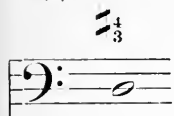
When an interval of a chord is affected by an accidental, place the accidental before the numeral expressing the interval, and separated from it by one blank.

## EXAMPLE NINTH.

First inversion of chord of diminished 7th, or chord of the 5th,  $\sharp$ 6th.


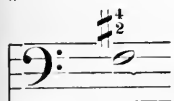
L. H.	R. H.	3rd Oct.	B	No.	5	$\sharp$	6
⋯	⋯	⋯	⋯	⋯	⋯	⋯	⋯

## EXAMPLE TENTH.

Second inversion of diminished 7th chord, or chord of the 3rd,  $\sharp$ 4th.


L. H.	R. H.	3rd Oct.	D	No.	3	$\sharp$	4
⋯	⋯	⋯	⋯	⋯	⋯	⋯	⋯

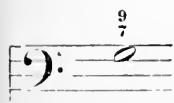
## EXAMPLE ELEVENTH.

Third inversion of chord of diminished 7th, or chord of the  $\sharp$ 2nd, 4th.


L. H.	R. H.	3rd Oct.	F	No.	$\sharp$	2	4
⋯	⋯	⋯	⋯	⋯	⋯	⋯	⋯

## EXAMPLE TWELFTH.

Chord of the 9th.

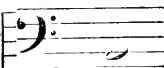



L. H.	R. H.	3rd Oct.	G	No.	7	9
⋯	⋯	⋯	⋯	⋯	⋯	⋯

*EXAMPLE THIRTEENTH.*

First inversion of chord of the 9th.

7  
6  
5



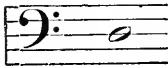
L. H. R. H. 3rd Oct. B  No. 5 6 7


•• || •• || •• || •• || •• || •• || •• || •• ||

*EXAMPLE FOURTEENTH.*

Second inversion of the chord of the 9th.

6  
5  
4  
3



L. H. R. H. 3rd Oct. D  No. 3 4

•• || •• || •• || •• || •• || •• || •• || •• ||

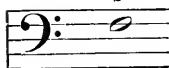
5 6


•• || ••

*EXAMPLE FIFTEENTH.*

Third inversion of the chord of the 9th.

6  
4  
3  
2



L. H. R. H. 3rd Oct. F  No. 2 3

•• || •• || •• || •• || •• || •• || •• || •• ||

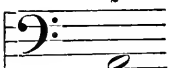
4 6


•• || ••

*EXAMPLE SIXTEENTH.*

Fourth inversion of chord of the 9th.

7  
6  
4  
2



L. H. R. H. 3rd Oct. A  No. 2 4

•• || •• || •• || •• || •• || •• || •• || •• ||

6 7


•• || ••

The figuring of inversions of the chord of the 9th is modified to suit the form of the chord, which varies according to the omission of any of its intervals.

Altered chords are chords that are chromatically changed. The following are examples of altered chords.

## EXAMPLE SEVENTEENTH.

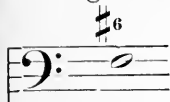
Augmented triad.



L. H.	R. H.	3rd Oct.	C	No.	#	5
• • •	• • •	• • •	• • • •	• • • •	•	• • •

## EXAMPLE EIGHTEENTH.

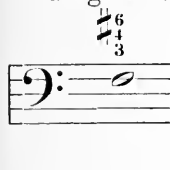
Augmented chord of the 6th.



L. H.	R. H.	3rd Oct.	F	No.	#	6
• • •	• • •	• • •	• • • •	• • • •	•	• • •

## EXAMPLE NINETEENTH.

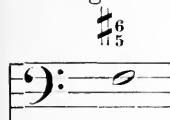
Augmented chord of the 3rd, 4th and 6th.



L. H.	R. H.	3rd Oct.	F	No.	3	4
• • •	• • •	• • •	• • • •	• • • •	• • •	• • •
#	6					
•	• • •					

## EXAMPLE TWENTIETH.


Augmented chord of the 5th, 6th.



L. H.	R. H.	3rd Oct.	F	No.	5	#	6
• • •	• • •	• • •	• • • •	• • • •	• • •	•	• • •

When two or more chords are taken on the same Bass note, express the note, then the number sign and numerals of each chord.

## EXAMPLE TWENTY-FIRST.



L. H.	R. H.	3rd Oct.	C	No.	3	5
• • •	• • •	• • •	• • • •	• • • •	• • •	• • •
No.	4	6				
• • •	• • •	• • •				

When the notes which accompany a Bass-note are retained, while the Bass-note changes, each Bass-note, with its accompaniment, may be expressed in full, thus :

*EXAMPLE TWENTY-SECOND.*

The example shows a musical staff in bass clef with a key signature of one sharp (F#). The notes are G2, A2, and B2. Above the staff, the numbers 6, 5, and 4 are written, indicating fingerings. To the right of the staff, there are two rows of fingerings for the right hand (R. H.) and left hand (L. H.). The first row shows fingerings for the right hand: L. H. (6, 5, 4), R. H. (3, 2, 1), 3rd Oct. (3, 2, 1), C (3, 2, 1), No. (3, 2, 1), 5 (3, 2, 1), and 6 (3, 2, 1). The second row shows fingerings for the left hand: L. H. (6, 5, 4), R. H. (3, 2, 1), 3rd Oct. (3, 2, 1), C (3, 2, 1), No. (3, 2, 1), 5 (3, 2, 1), and 6 (3, 2, 1). The fingerings are represented by dots and vertical lines.



## CHAPTER XVII.

## PRACTICAL REMARKS

As soon as may be practicable, each pupil should begin to write the Scales, Exercises, Studies and Pieces in the order in which they are taught.

These should be properly described by numbers or otherwise. Each page should be numbered, and the whole suitably indexed and preserved for binding in book form.

The beneficial results of this practice may be stated as follows. The progress of the scholar will be more rapid, because in addition to reproducing the lesson upon an instrument, a separate and distinct effort must be made to reproduce it upon the written page. As the progress of each pupil will be more rapid, more work can be accomplished in the same time than before, and hence the working capacity of the department of music will be increased. And best of all, each pupil at the end of his course, will find himself in possession of a large amount of valuable music, accumulated without appreciable cost or effort, but yet with lasting benefit.

These Exercises, Scales, and Studies, with compositions of a higher order, constitute the essential means of instruction; and hence the student should persist in this work with tireless zeal.

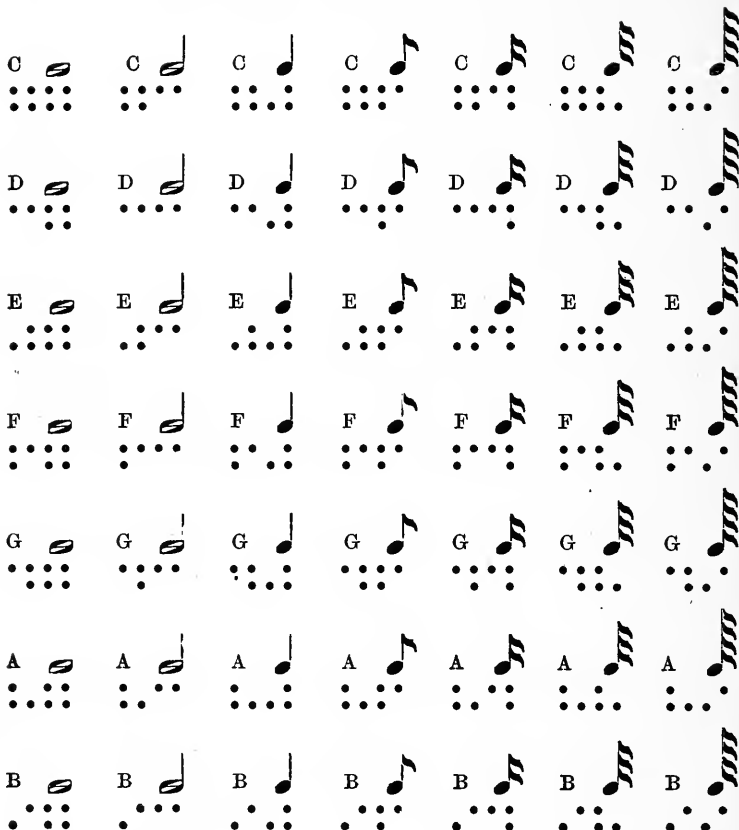
The repertory of the blind organist should include the greatest possible number of standard Psalm and Hymn tunes, old and new, in every variety of meter, together with Chants, Anthems, Voluntaries, Offertories and arrangements from Oratorios.

KEY.

### PRIMITIVE SIGNS.



THE NOTES WITH THEIR VALUES.



## OCTAVE SIGNS.

1st Oct.	2nd Oct.	3rd Oct.	4th Oct.	5th Oct.	6th Oct.
		7th Oct.	8th Oct.		

## INTERVAL SIGNS.

Prime or 1st Int.	2nd Int.	3rd Int.	4th Int.	5th Int.	6th Int.
		7th Int.	8th Int., or Octave.		

## REST SIGNS.

Whole Rest.	Half Rest.	Quarter Rest.	Eighth Rest.
Sixteenth Rest.	Thirty-second Rest.	Sixty-fourth Rest.	

## FINGERING.

1st Fing.	2nd Fing.	3rd Fing.	4th Fing.	5th Fing.

## ACCIDENTALS. DOT AND DOUBLE DOT.


## EMBELLISHMENT SIGNS.

Appoggiatura . . .	• • •	Trill . . . . .	• • •
Mordent . . . . .	• • •	Turn . . . . .	• • •

## EXPRESSION SIGNS.

Accent . .	• • •	<i>Fp.</i> •   •   •   •	Riten. . .	• • • •
Accel. . .	• • •	<i>Mf.</i> • • •   •   •	Sf., Fz., or Rfz.	• • •
Arpeggio .	• • •	<i>Mp.</i> • • •   •   •	Slur . . .	•   •
A tempo .	• • • •	<i>P.</i> •   •	Stacc. . . .	• • •
Cres. . .	•   •	<i>pp</i> •   •   •	Swell , . .	• • •
Dim. or Smorz.	•   •   •	<i>ppp</i> •   •   •   •	Ten. or Sost.	• • • •
F . . . . .	•   •	<i>Pf.</i> •   •   •   •	Tremolo . .	• • •
FF . . . . .	•   •   •	Pause . . • •		
FFF . . . . .	•   •   •   •	Rall <sup>o</sup> , or Rit.	• • • •	

## MISCELLANEOUS SIGNS.

Bar . . . . .	• • •	Pizzicato . . . . .	• • • • •
Double Bar . . . . .	• • •   • • •	Pro forma . . . . .	• • •
Discontinuance . . . . .	•	Repeat . . . . .	• •
Down Bow . . . . .	• • •	Rep., chord, note, rest or group .	•
Foot-off mark . . . . .	• • •   •	Right hand . . . . .	• • •
Group . . . . .	• • •	Tie . . . . .	• • •
Harmonic . . . . .	• • •	Take breath . . . . .	• • •
Left hand . . . . .	• • •	Up bow . . . . .	• • •
Number sign . . . . .	• • •	With sign . . . . .	• • •
Ped. . . . .	• • •	Word sign . . . . .	• • •

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USE OF THE BLIND.



## THE ALPHABET.

## CAPITAL LETTERS.

A	B	C	D	E	F
••••	••••	••••	••••	••••	••••
G	H	I	J	K	L
••••	••••	••••	••••	••••	••••
M	N	O	P	Q	R
••••	••••	••••	••••	••••	••••
S	T	U	V	W	X
••••	••••	••••	••••	••••	••••
	Y	Z			
	••••	••••			

## SMALL LETTERS.

a	b	c	d	e	f	g	h
••	••••	••••	••••	••••	••••	••••	••••
i	j	k	l	m	n	o	p
••	••••	••••	••••	••••	••••	••••	••••
q	r	s	t	u	v	w	x
••••	••••	••••	••••	••••	••••	••••	••••
	y	z					
	••••	••••					

It will be observed that the capital letters are derived from the small letters, by suffixing to each of them *as many points*

as will form a new character *four points* in length, in the following manner:

1st. When the small letter ends with a point in the upper row, as in the letter "a," add the suffix in the lower row.

2d. When the small letter ends with a point in the lower row, as in "c," or in both upper and lower rows, as in "d," add the suffix in the upper row.

#### WORD AND PART WORD SIGNS.

the	and	of	that	ing	ch	ou
••	•••	•••	•••	•••	•••	•••
		sh	th	wh		
		•••	•••	•••		

#### NUMERALS.

1	2	3	4	5	6	7	8	9	0
••	••	•••	•••	•••	•••	••	••	••	•

Prefix, indicating that the characters which follow are numerals, •••• The Decimal point is •.

#### PUNCTUATION MARKS.

Period, •••••, or a blank space equal to five points in length.

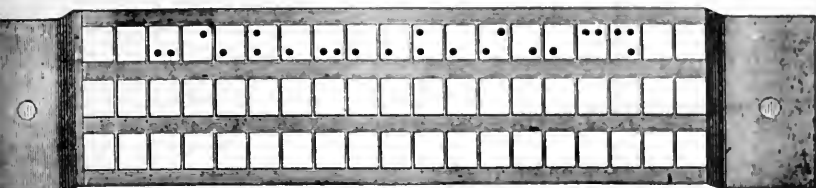
Comma, •, preceded and followed by a blank space equal to two points.

Semi-colon, ••, preceded and followed by a blank space equal to two points.

Colon.....	•••••	Exclamation.....	•••••
Apostrophe.....	•••••	Asterisk.....	•••••
Hyphen.....	•••••	Quotation.....	•••••
Interrogation.....	•••••	Dash.....	•••••
Parenthesis.....	•••••		



n o i t u t i t s n l



The above cut represents a section of the New York "Guide," with the word Institution as it appears when written. When the paper is turned over, for reading, it appears thus:

I n s t i t u t i o n  
 : : : : . . . . : . . . . : . . . .

The following abbreviations will be found useful in mathematics. They are much more natural and simple than any arrangement of signs would be.

For plus	write p.
" minus or subtract	" s.
" multiply by	" m.
" divided by	" d.
" plus or minus	" p or s.
" the radical sign	" rad.
" equality	" eq.
" greater than	" gr t.
" less than	" l t.
" angle	" al.
" triangle	" tr al.
" rectangle	" rec, or rec al.
" square	" sq.
" circle	" ci.
" circumference	" cir.
" parallel	" pl.
" perpendicular	" pr.
" plane	" pe.

" ratio of circumference to diameter write ;—pl.

" cube root write ;—rad (followed by the number indicating the root) before the quantity whose root is to be taken.

To indicate the power to which a quantity is to be raised, write after the quantity;—pr, followed by the number indicating the power.

For tangent write;—tan.

“ co-tangent “ co tan.

“ secant “ se.

“ co-secant “ co se.

The writing is done upon a tablet, which is grooved to receive the points.

These are made by a “style” which is constructed of a piece of small wire, properly rounded at one end, and inserted in a suitable handle. In writing observe the following rules:

1st. Write from *right* to *left*. For convenience the points in the upper row are known as 1, 3, 5, 7; and in the lower row 2, 4, 6, 8. This order will be the same for both writing and reading.

2d. Between all letters leave a blank space equal to one point.

3d. Between all words leave a blank space equal to two points. At the end of a phrase, clause, or sentence, the proper punctuation mark may be used, or a blank space left equal to three or four points in length.

In practice the capital letters and punctuation marks are not absolutely essential, and need not be used.

Pupils will find great benefit in carefully writing out their lessons in every branch of study. These manuscripts should be preserved and bound. To insure preservation; each page may be coated on the back or perforated side, with a solution of bleached shellac and alcohol. Books made in this manner will endure constant using for years.

# LIST OF PUPILS.

---

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 BLISS, CHARLES  
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 SMITH, MARY E.  
 SCHLEGEL, LIZZIE J.  
 SULLIVAN, RACHEL F.

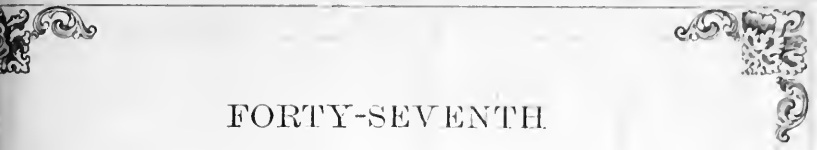
TURNER, EMMA

VASSAR, MARY ANN  
 VIALS, MINNIE P.

WHITE, ABIGAIL  
 WALLEN, LILLIAN  
 WILLIAMS, MARGARET  
 WYATT, FREDERICA  
 WRIGHT, ELEANORA  
 WEBBER, ANGELINE  
 WHITE, SARAH J.

YOUNG, FAY M.  
 YOUNG, JANETTE E.





FORTY-SEVENTH

ANNUAL REPORT OF THE MANAGERS

OF THE

NEW YORK

INSTITUTION FOR THE BLIND

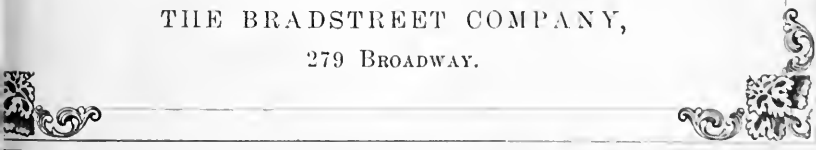
For the Year Ending September 30, 1882.

*Serial*  
*N*  
*47*  
*1881/82*

LUX ORITUR.

"And I will bring the blind by a way that they knew not; I will lead them in paths that they have not known; I will make darkness light before them."—ISAIAH xlii, 16.

NEW YORK:  
THE BRADSTREET COMPANY,  
279 BROADWAY.



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FORM OF A BEQUEST

TO THE

NEW YORK INSTITUTION FOR THE BLIND.

---

I bequeath to my executors the sum of                      dollars,  
in trust, to pay over the same to the person who, when the  
same shall be payable, shall act as Treasurer to the New York  
Institution for the Blind, to be applied to the charitable uses  
and purposes of the said Institution, and under its direction.

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FORTY-SEVENTH

ANNUAL REPORT OF THE MANAGERS

OF THE

NEW YORK

INSTITUTION FOR THE BLIND

For the Year Ending September 30, 1882.

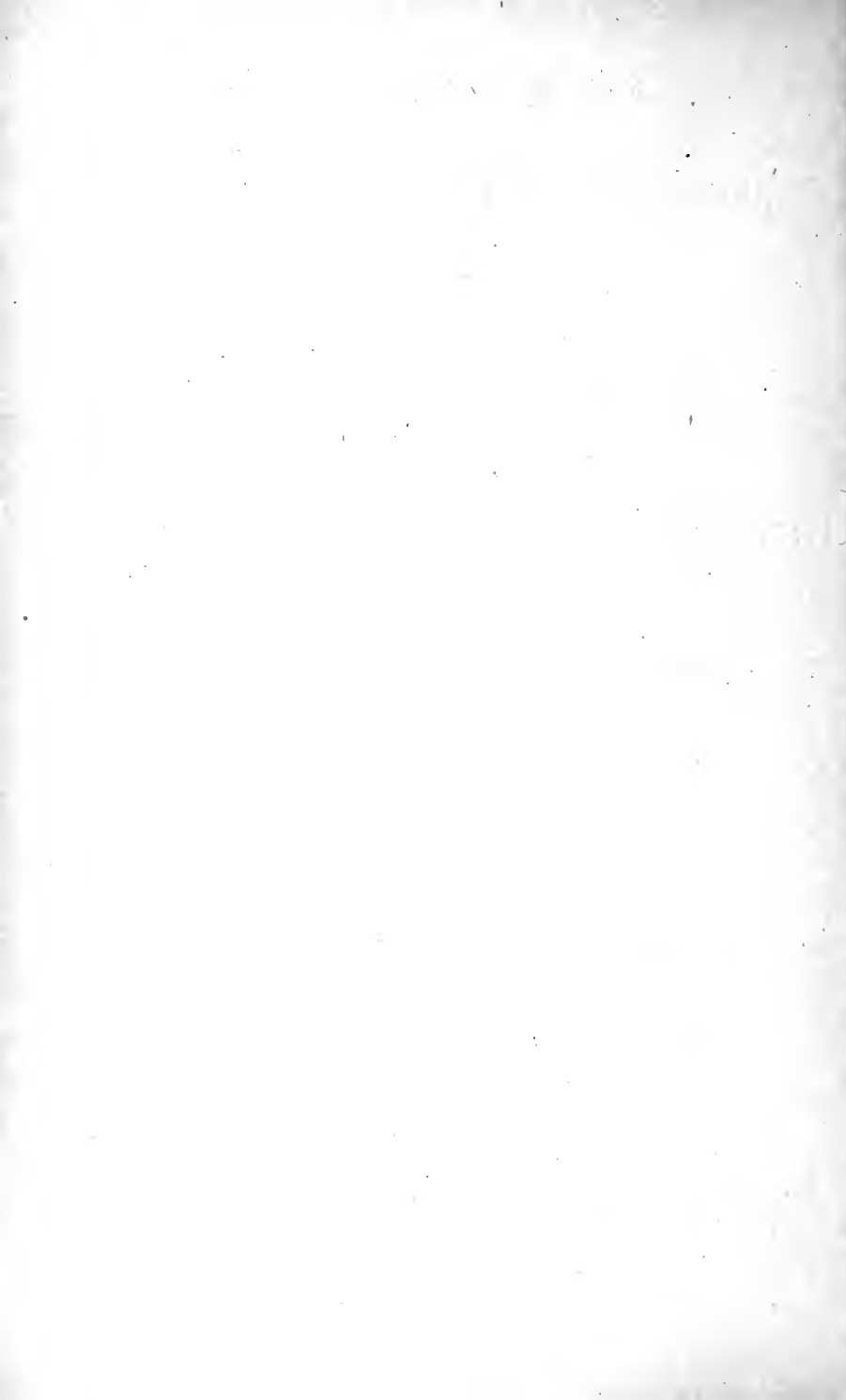
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LUX ORITUR.

"And I will bring the blind by a way that they knew not; I will lead them in paths that they have not known; I will make darkness light before them."—ISAIAH xlii, 16.

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NEW YORK:  
THE BRADSTREET COMPANY,  
279 BROADWAY.



# Board of Managers.

1882.

---

AUGUSTUS SCHELL,<sup>1</sup>  
ROBERT S. HONE,<sup>1</sup>  
D. LYDIG SUYDAM<sup>1</sup>  
THEODORUS BAILEY MYERS,<sup>1</sup>  
JOHN TREAT IRVING,<sup>2</sup>  
JAMES M. McLEAN,<sup>2</sup>  
SMITH CLIFT,<sup>2</sup>  
WILLIAM WHITEWRIGHT,<sup>2</sup>  
WILLIAM C. SCHERMERHORN,<sup>2</sup>  
CHARLES DE RHAM,<sup>2</sup>  
FRANCIS A. STOUT,<sup>2</sup>  
FRED. AUG'S SCHERMERHORN,<sup>2</sup>  
PETER MARIÉ,<sup>2</sup>  
FREDERICK W. RHINELANDER,<sup>3</sup>  
FREDERICK SHIELDON,<sup>3</sup>  
CHANDLER ROBBINS,<sup>3</sup>  
CHARLES E. STRONG,<sup>3</sup>  
PHILIP SCHUYLER,<sup>3</sup>  
TEMPLE PRIME,<sup>4</sup>  
JOHN I. KANE.<sup>4</sup>

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<sup>1</sup> Patron.

<sup>2</sup> Benefactor.

<sup>3</sup> Life Member.

<sup>4</sup> Member.

## Officers of the Board.

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AUGUSTUS SCHELL.....*President.*  
ROBERT S. HONE.....*Vice-President.*  
T. BAILEY MYERS.....*Recording Secretary.*  
WM. C. SCHERMERHORN.....*Corresponding Secretary.*  
WM. WHITEWRIGHT.....*Treasurer.*

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## Standing Committees.

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### *Committee on Finance.*

JAMES M. MCLEAN,                      WILLIAM C. SCHERMERHORN,  
JOHN T. IRVING.

---

### *Committee on Supplies, Repairs and Improvements.*

SMITH CLIFT,                      FREDERICK SHELDON,  
CHARLES DE RHAM,              PHILIP SCHUYLER,  
D. LYDIG SUYDAM.

---

### *Committee on Instruction and Music.*

CHANDLER ROBBINS,              CHARLES E. STRONG,  
FRANCIS A. STOUT,              JOHN I. KANE.

---

### *Committee on Manufactures.*

F. A. SCHERMERHORN,              FREDERICK W. RHINELANDER,  
PETER MARIE,                      TEMPLE PRIME.

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The President shall be *ex-officio* member of all standing committees.

The Vice-President and Treasurer shall be *ex-officio* members of the Committee on Finance.—(*By Laws.*)

## Officers of the Institution.

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WILLIAM B. WAIT.....*Superintendent.*  
WILLIAM A. HUME, M.D.....*Attending Physician.*

---

### *Consulting Surgeons.*

JOHN H. HINTON, M.D.                      ABRAM DUBOIS, M.D.

---

### *Teachers in the Academical Department.*

STEPHEN BABCOCK,	MISS C. BOOMHOUR,
EDSON L. SMITH,	MISS F. E. KINKAID,
MISS L. CARPENTER,	MISS M. P. YOUNG,
MISS A. A. BUSH,	MISS L. A. ROGERS.

---

### *Teachers in the Musical Department.*

FREDERICK HENSSLER.....*Vocalization and Class Singing.*  
MISS H. A. BABCOCK.....*Piano, Organ and Harmony.*  
MISS CATHERINE CONNELL ..*Piano.*  
MISS C. E. DYER.....*Piano and Organ.*  
MISS A. E. HORTON.....*Piano, Organ and Elementary Singing.*  
HENRY COFFRE .....*Piano Tuning.*

---

### *Teachers in the Industrial Department.*

WARREN WATERBURY .....*Teacher of Mattress Making.*  
DANIEL MCCLINTOCK.....*Teacher of Chair Caning.*  
MISS ANNA SHERIDAN .....*Upholstress.*

*Fancy Work Department.*

MISS L. A. HASKELL,

MISS A. HAMLIN,

MISS H. RODNEY,

MISS N. FORD,

MISS A. COX,

MISS NAOMI BOOMHOUR.

*House Department.*WM. H. HARRISON, *Steward.**Matron,**Assistant Matron,*

MRS. MARY ROBINSON.

MISS L. A. HASKELL.

*Juvenile Department.*

MISS A. HAMLIN,

MISS C. BOOMHOUR,

MISS N. FORD,

MISS N. BOOMHOUR.

*Reception Room and Fancy Work.*

MISS L. A. ROGERS,

MISS ALICE HATCHMAN,

MISS H. RODNEY.

*Hospital Nurse.*

MRS. S. E. MORGAN.

*To the Honorable the Legislature of the State of New York :*

The Managers of the New York Institution for the Blind, in compliance with the provisions of the act of the Legislature of this State, respectfully submit their report for the year ending September 30, 1882.

The number of pupils instructed during the year has been two hundred and thirty-one.

The Managers annex hereto the report of the Attending Physician.

There has been no serious illness in the Institution, and the general health of the pupils has been good.

The report of the Superintendent for the past year is also annexed.

The following statement of the moneys received and expended during the year ending September 30, 1882, is respectfully submitted, as required by the act of the Legislature passed in 1873 :

Cash on hand September 30th, 1881.....	\$12,801 51
Received from General Appropriations.....	41,612 88
Received from other sources.....	31,592 63
Total Receipts.....	\$86,007 02

*Expenditures.*

Salaries and Wages.....	\$23,349 82
Provisions and Supplies.....	19,393 37
Clothing, Dry Goods, &c, not including Wages.....	4,536 91
Fuel.....	505 25
Gas.....	1,399 92
Furniture and Fixtures.....	3,615 68
Traveling.....	560 09

Repairs and Improvements.....	\$4,690 73
Music and Instruction, Apparatus, Instruments, &c...	1,593 66
Insurance.....	549 71
Medicines and Medical Supplies.....	66 24
All other Ordinary Expenses.....	3,443 96
<hr/>	
Total.....	\$63,705 34
Extraordinary Expenses .....	3,471 50
Temporarily Invested in Union Trust Company .....	13,738 73
<hr/>	
Total Expenditures.....	\$80,915 57
<hr/>	
Balance.....	\$5,091 45

The report of the Treasurer is also annexed. It presents a full statement of the receipts and disbursements of the Institution for the last year.

The following is a list of the legacies and donations which have been received from time to time, from the incorporation of the Institution in 1831 until September 30, 1882:

#### LEGACIES.

Miles R. Burke.....	\$2,000 00
Jane Van Cortlandt.....	300 00
Isaac Bullard.....	101 66
Elizabeth Bayley.....	100 00
John Jacob Astor.....	5,000 00
William Bean .....	500 00
Peter Gerard Stuyvesant.....	3,000 00
John Horsburgh.....	5,000 00
Elizabeth Demilt.....	5,000 00
Sarah Demilt.....	2,000 00
C. D. Betts.....	40 00
Sarah Penny .....	500 00
Sarah Bunce.....	500 00
Elizabeth Idley.....	196 00
Samuel S. Howland.....	1,000 00
William Howe.....	2,985 14
Margaret Fritz.....	100 00
James McBride .....	500 00



Charles E. Cornell.....	\$ 521 96
Charles E. Demining.....	50 00
Mrs. De Witt Clinton.....	200 00
W. Brown.....	465 00
Elizabeth Gelston.....	1,000 00
Robert J. Murray.....	500 00
Seth Grosvenor.....	10,000 00
Elijah Withington.....	100 00
Benjamin F. Butler.....	800 00
Frissel Fund.....	2,000 00
Simeon V. Sickles.....	6,561 87
Anson G. Phelps.....	5,675 68
Thomas Reilly.....	2,254 84
Elizabeth Van Tuyl.....	100 00
Thomas Eggleston.....	2,000 00
Sarah A. Riley.....	100 00
William E. Saunders.....	725 84
Thomas Eddy.....	1,027 50
Robert C. Goodhue.....	1,000 00
Jonathan C. Bartlette.....	190 00
Stephen V. Albro.....	428 57
John Penfold.....	470 00
Madam Jumel.....	5,000 00
Mrs. Steers.....	34 66
Thomas Garner.....	1,410 00
Chauncey and Henry Rose.....	5,000 00
Elizabeth Magee.....	534 00
John J. Phelps.....	2,350 00
Rebecca Elting.....	100 00
Regina Horstein.....	250 00
G. Martens.....	500 00
John Alstyne.....	10,320 44
Elizabeth and Sarah Wooley.....	5,984 83
Benjamin Nathan.....	1,000 00
Thomas M. Taylor.....	6,151 94
Simeon Abrahams.....	2,804 00
James Peter Van Horne.....	20,000 00
Caleb Swan.....	500 00
Mrs. Adeline E. Schermerhorn.....	10,000 00
Henry H. Munsel.....	3,396 32
Thomas C. Chardevoyne.....	5,000 00
William Dennistoun.....	11,892 77
William B. Astor.....	5,000 00

Benjamin F. Wheelwright.....	\$1,000 00
George T. Hewlett (Executor) . . . . .	500 00
Ephraim Holbrook, with additional premium on bonds.	39,458 16
Mrs. Emma B. Corning.....	5,000 00
Eliza Mott.....	140 00
Mary M. Colby . . . . .	595 86
D. Marley . . . . .	1,400 00
Henry E. Robinson.....	6,000 00
M. M. Hobby.....	726 28
Eliza Mott . . . . .	350 00
Caroline Goff.....	4,161 59
Simeon Abrahams.....	2,248 70

The legacy for \$4,161.59 from the estate of Caroline Goff was received on January 20, 1882, and that from the estate of Simeon Abrahams April 8, 1882, for \$2,248.70; making in all received from the estate of Simeon Abrahams \$5,052.74, of which \$2,804 has been previously acknowledged.

There has been received since September 30, 1882, the sum of \$530, being the amount of a legacy from the estate of Catherine P. Johnson.

At the close of the fiscal year, September 30, 1882, there was invested of this fund, in United States Bonds, \$118,000, at par value, but the actual cost of which was \$121,096.91, and in New York City Stock \$29,000, at par value, but the actual cost of which was \$30,722.50.

There was also temporarily invested at interest in the Union Trust Company of New York the sum of \$13,738.73.

The residue of this fund is charged to the Real Estate account, the same having been expended in the erection of additional buildings, and in making other improvements, which have greatly increased the ac-

commodations of the Institution and contributed to the health and comfort of the pupils.

The Managers take this opportunity to express their high opinion of the energy and faithfulness of the Superintendent, Mr. William B. Wait, who has for so many years earnestly devoted himself to the interests of the Institution and the welfare of the blind.

The Managers respectfully represent to your Honorable Body that the high prices of provisions and other necessities of life required for the support and maintenance of the pupils under the charge of the Institution make it necessary that an appropriation of at least \$250 for each pupil should be made for the next year, that being the amount which was appropriated for the present year.

The Managers take this opportunity to tender to your Honorable Body their acknowledgments for the aid and support which have been heretofore given to this Institution, and to express the hope that the same may be continued.

Since the Institution was founded, more than thirteen hundred and fifty pupils have been instructed, some of whom have attained creditable positions in the professional and business walks of life, while nearly all have been able to contribute in a great measure to their own support, and thus have been relieved from the dependence which blindness usually imposes on this unfortunate class.

All which is respectfully submitted,

AUGUSTUS SCHELL, *President.*

T. BAILEY MYERS, *Secretary.*

*City and County of New York, ss. :*

AUGUSTUS SCHELL, of said city, being duly sworn saith : That he is President of the New York Institution for the Blind ; and that the above report, signed by him, is true, to the best of his knowledge and belief

AUGUSTUS SCHELL.

Sworn to before me, this 3d }  
day of January, 1883. }

HULBURT PECK,

*Notary Public (63), N. Y. Co.*

FOR THE YEAR ENDING SEPTEMBER 30, 1882.

13

To Balance; September 30, 1881.....	\$12,801 51	By Cash paid for Supplies.....	\$19,459 61
" Cash received from State New York.....	41,612 88	" " Salaries and Wages.....	18,938 83
" " State New Jersey.....	7,747 41	" " Clothing, Dry Goods, &c.....	4,536 91
" " County New York.....	6,369 66	" " Furniture and Fixtures.....	3,615 68
" " Kings County.....	1,209 78	" " Repairs and Improvements.....	4,690 73
" " Legacies.....	6,410 29	" " Traveling Expenses.....	560 09
" " Clothing, Dry Goods, &c.....	341 04	" " Croton Water.....	365 49
" " do. Sal. & Wages.....	1 00	" " Gas.....	1,399 92
" " Sale of Manufactures.....	2,040 88	" " Mount Hope.....	3,471 50
" " Interest.....	6,550 00	" " Music and Instruction.....	1,593 66
" " Rents.....	365 50	" " Insurance.....	549 71
" " Petty Accounts.....	68 32	" " Manufacturing Department.....	1,796 19
" " Supplies.....	171 95	" " Petty Account.....	1,265 78
" " Furniture and Fixtures.....	7 02	" " Fairs and Exhibitions.....	126 50
" " Repairs and Improvements.....	13	" " Fuel.....	505 25
" " Music and Instruction.....	259 65	" " Mfg. Depart't Salaries and Wages..	1,361 24
" " Donations.....	50 00	" " Clo., Dry Goods, &c., Sal. & Wages..	2,939 75
		Temporarily invested.....	13,738 73
		By Balance.....	5,091 45
			\$86,007 02

Examined and found to be correct, }  
November 24th, 1882. }J. M. McLEAN,  
WM. C. SCHERMERHORN, } Committee.  
JOHN T. IRVING, }

WM. WHITEWRIGHT, Treasurer.

## Report of Attending Physician.

---

*To the Board of Managers of the New York Institution  
for the Blind :*

GENTLEMEN—I would respectfully present the following report :

Though appointed Attending Physician of the Institution but a few months since, I had the pleasure of being associated with Dr. J. W. G. Clements, the late able incumbent of the position, for some time previous to his death, and can therefore testify to the general healthfulness of the Institution for the past year.

There has been the usual number of slight ailments, all of which, however, have yielded to treatment. I note but one case of a serious nature—pneumonia—the patient making perfect recovery.

It affords me much pleasure to state that the health of the Institution at the date of this report is most excellent, there being no case of sickness at present.

Very respectfully submitted,

(Signed), W. A. HUME, M.D.,

*Attending Physician.*

## Report of the Superintendent.

---

*To the Board of Managers:*

GENTLEMEN—At the close of the year ending September 30th, 1881,

The number of pupils was .....	196
Number admitted during the year.....	35
<hr/>	
Whole number instructed.....	231
Reductions.....	22
<hr/>	
Remaining September 30th, 1882.....	209

The sanitary condition of the Institution, and the general health of the pupils, have been good. Evidence of this is furnished in the fact that the outlay for medicines and medical supplies during the past year was only \$66.24, of which \$13 was expended for vaccine points and about \$25 for eye prescriptions, leaving \$28.24 for all other medicines.

It is with unfeigned sorrow that I record the death, in September last, of Dr. James W. G. Clements, who for the past thirty-nine years has been the Attending Physician of the Institution. I was many years younger than Dr. Clements, and when I began my duties as Superintendent he had already served the Institution twenty-one years. From first to last, without exception, our relations were of the most pleasant kind. I shall ever gratefully remember the hearty recognition and unwavering support which he gave the young Superintendent, his unremitting labors, his

prompt and always cheerful response to every call, even under trying circumstances, and his earnest co-operation in every emergent case. Ability, devotion, success—these were the features which marked his service here. In his death the Institution truly sustained a great loss.

Dr. William A. Hume has been appointed Attending Physician.

I regret also to record the death of Mr. Frederick Fielding, for many years connected with the Institution as teacher of tuning. His death was the result of an injury by a fall received while on his way to the school, caused by the negligent uncovering of a coal hole in the sidewalk. Mr. Fielding was a faithful and untiring worker, and a man of excellent qualities. His death is deeply regretted by all who knew him.

## THE SCHOOLS.

The organization of the Institution into three general departments, viz.: Literary, Musical and Industrial, is continued substantially as heretofore. The development and extension of the Kindergarten system is an important feature in the Literary department.

The Normal or Training classes, in which the advanced pupils are specially instructed and practiced in the theory and art of teaching, is a prominent feature in the department of Music. The work of each member of these classes is carefully assigned and supervised, each one being furnished with the subject matter to be taught, together with the principles, processes and objects of teaching.



The pupils and teachers are greatly aided in their work by the Point System of musical notation, in which every pupil in this department is thoroughly trained. No one can understand this system without knowing with exactness and in detail all the elements which enter into the structure of the staff notation, and also how the thoughts and forms expressed in that notation are to be performed.

The publication of music in the Point System is actively carried on. There have been published "The Schumann Album," "Kohler's Easy Instructive Pieces," a large number of well selected studies for the piano and several set pieces. There is now in course of preparation a number of standard psalm and hymn tunes, in all metres, selected for general use, and also a choice selection of short pieces for the piano.

I hope soon to be able to present a scheme or course of training for the piano, designed to harmonize and unify the labors of teachers and pupils in this department. It is the result of many years' attentive observation of the dissimilar, incongruous and sometimes contradictory methods exhibited by teachers of this branch, and of much study of the requirements of the school and of the pupil during his term of tuition, and afterward when out in the world he is confronted with the problem, What and how shall I teach?

The scheme is designed to furnish the materials for a thorough and systematic course of study, which can be used in practice either by the sighted or blind, and, further, to relieve the teacher from the drudgery, and the pupil from the dependence, of incessant dictation

work, and to lessen the tax upon the memory of the learner, by providing material for study and drill, in forms so developed and arranged as to be easily understood and remembered.

It is not intended to set aside the valuable works which have been composed to facilitate the acquirement of technical skill, tasteful style and correct views of teaching methods. Neither is it designed to be voluminous. Indeed, proper development and permanent attainments are prevented by taking the pupil over a mass of musical matter.

Accomplishments are not natural, but are acquired by the repeated, thorough use of simple means, as is well illustrated by the following anecdote:

Porpora, one of the most illustrious masters, asked a young pupil if he had courage to persevere in the course which he should mark out, no matter how wearisome it might be. He replied in the affirmative, when his teacher noted upon a single page of paper the diatonic and chromatic scales, the various intervals, together with trills, groups, appozziaturas and passages for vocalization of different kinds. This single page occupied both teacher and pupil for an entire year; after which the second year was given to it. When the third year was commenced nothing was said about changing the lesson, and the pupil began to murmur, upon which the master reminded him of his promise. The fourth and fifth years followed with study of the same everlasting page. The sixth year was devoted to the same task, but to it were added lessons in articulation, pronunciation and declamation. At the end

of the sixth year the pupil, who thought he was still in the rudiments, was much surprised when his teacher said to him, "Go, my son, you have nothing more to learn; you are the first singer of Italy, and of the world." He spoke the truth, for the singer was Caffarelli.

Our experience with this scheme fully justifies the assertion that it presents abundant materials, progressively and concisely arranged, and that it unifies and coördinates the work of teachers and pupils without detracting in the least from the proper individuality of any.

The study of harmony has been greatly facilitated by the adaptation of the ordinary arithmetic tablet or frame, and the numeral type of the T V and L ■ pattern, together with other type representing the *letters* of the New York Point Musical Notation. The number of different type used is only five. The apparatus corresponds to pen and paper, the blackboard and chalk, and slate and pencil. The method is a complete equivalent for thorough bass writing. Some of the advantages of this plan are, First, That a larger number of pupils can be uniformly taught in one class; second, that progress is much more rapid; third, that the movement of parts in chord-progression, as determined upon, may be clearly recorded, thus relieving the strain upon the memory; and fourth, that the pupil is better enabled to consult his own mind, and to review or revise his work, or confirm the correctness of his operations.

Piano-tuning, mattress-making and cane-seating

have been taught to a large number of the male pupils with most encouraging results. Sewing and knitting by hand and by machines, crocheting, embroidery, the weaving of cord laces, and every manipulation of the needle, thread, worsted and the like, used in the production of useful and ornamental articles, have been successfully taught to the female pupils.

The discipline is maintained without resort to corporal inflictions. The conduct of the pupils, and their progress in study, have in general been commendable. The teachers and officers have labored with ability and faithfulness, in the discharge of duties assigned in my efforts to augment our working power, and enhance the efficiency of every department.

## CONVENTION OF THE AMERICAN ASSOCIATION OF INSTRUCTORS OF THE BLIND.

The regular biennial meeting of the Association was held at Janesville, Wis., in August last, at which there was a large attendance. Some excellent papers were read, which will appear in the printed report of the proceedings. These meetings serve to stimulate inquiry, diffuse information and awaken interest, and are a powerful means for promoting the educational welfare of the blind throughout the country.

The meeting of the Trustees of the American Printing House for the Blind was held at the same time and place. The most important action was the adoption of a resolution appropriating 50 per cent. of the United States fund of \$10,000 to the publication

of books in the New York Point letter. The time has arrived when local pride and the conservatism of prejudice should cease to obstruct the way, and let go their hold upon the line letter, which is practically a dead letter. The line letter was originated upon the assumption that forms perceptible by the eye would, if embossed, be equally perceptible to the touch. This was, perhaps, the natural starting point in a course of original investigation, and with this in view the use of the line letter was valuable as an experiment, but should never have been regarded as other than an experiment; and when with undue haste it was taken out of the limits of experiment and put forth as in fact the best and only desirable form of letter for finger-reading, it became what it now is, in many places, an absolute hindrance to progress in the work of educating the blind. And to-day, and hereafter, every dollar expended in the publication of *new* books in the line letter is a dollar wasted, while the reproduction of books from plates now existing should be only sufficient to meet the very limited and constantly decreasing demand.

The publication of books in the Point letter was begun immediately after the action above stated had been taken, and the following books will soon appear:

Thackeray's Four Georges.

Macaulay's Essays. Selected.

German Fairy Tales. Selected.

Chapters from Draper's Intellectual Development of Europe.

Emerson's Conduct of Life.

Chapters from History of our Own Times. By Justin McCarthy.

Essays upon Charles Dickens. By E. P. Whipple.  
Sketch Book. By Irving.

Our World: A Primary Geography. By Miss Hall.

Stories from the Arabian Nights.

A Continuation of Appleton's Readers.

A Continuation of Butler's Readers, from the Fourth Star Reader.

Stories about Musicians.

Book of Poetry.

Undine. Picciola.

Tom Brown at Rugby.

Little Women. By Miss Olcott.

The Publication Committee is engaged in the selection of other works, which will soon be added to the list.

When the schools shall have been supplied with books in the New York Point letter the law of the survival of the fittest will soon and finally determine that this letter has superior merit as to tangibility and general usefulness.

The next meeting of the Association will be held in St. Louis in August, 1884.

All which is respectfully submitted,

WILLIAM B. WAIT,

*Superintendent.*

## COURSE OF INSTRUCTION.

---

### LITERARY DEPARTMENT.

SUB-PRIMARY GRADE.—Reading, Spelling, Tables.

PRIMARY GRADE.—Reading, Spelling, Arithmetic.

INTERMEDIATE GRADE.—Reading, Spelling, Geography, with dissected Maps, English History, Object Lessons.

SUB-JUNIOR GRADE.—Reading, Spelling, Geography, with Maps, American History, Point Writing and Composition.

JUNIOR GRADE.—Reading, Spelling, Script Writing, Geography, with dissected Maps, Planisphere, Globe, Grammar, History, Composition.

SUB-SENIOR GRADE.—Arithmetic, Grammar, History, Geography, Physiology with Apparatus, Rhetoric, Composition.

SENIOR GRADE.—Algebra, Geometry, Logic, Mental and Moral Philosophy, Science of Government, Rhetoric, Composition, Natural Philosophy.

### MUSIC DEPARTMENT.

ELEMENTARY CLASSES.—Singing by Interval, and Rudiments.

ADVANCED CLASSES.—Voice Culture, Chorus Singing, Piano and Organ Playing, Harmony, Theory and Practice of Teaching, Staff and New York Point Systems of Musical Notation, Piano-tuning.

### INDUSTRIAL DEPARTMENT.

The male pupils are taught cane-seating and mattress-making, and, with aid of models, are practiced in performing such manipulations of the piano action and strings as are incident to the art of piano-tuning. The female pupils are taught sewing and knitting by hand and by machines, embroidery, crocheting, weaving cord laces, and such manipulation of needle, thread, worsted, etc., as are used in producing useful and ornamental articles.

### PHYSICAL TRAINING.

Class exercises in walking, marching, free gymnastics, and exercises with dumb-bells, rings and wands.

### KINDERGARTEN.

*Dr.* THE MANUFACTURING DEPARTMENT, IN ACCOUNT WITH THE NEW YORK INSTITUTION FOR THE BLIND, *Cr.*

FOR THE YEAR ENDING SEPTEMBER 30, 1882.

To Raw Material and Manufactured Stock on hand September 30, 1881.....	\$168 03	By Proceeds from Cane-seating.....	\$605 18
" Material bought during the year .....	1,855 25	" " " Mattress-making .....	2,179 79
" Salaries and Wages for the year— Boys' Shop Account.....	\$215 61	" Debts Receivable .....	772 86
Employés.....	1,369 57—1,588 18	" Raw Material and Manufactured Stock on hand— Mattress Shop.....	188 34
		Cane Shop.....	101 98
Balance .....			
	\$3,611 46		
	236 69		
	\$3,848 15		\$3,848 15



# LIST OF PUPILS.

---

## MALES.

BARRY, JOHN  
 BELFORD, THOMAS  
 BORTHMAN, EDWARD  
 BLISS, CHARLES  
 BEECHER, FRANCIS J.  
 BURNS, ROBERT  
 BROOKS, SAMUEL  
 BURKE, JAMES  
 BLISS, JOHN  
 BEINER, HENRY W. F.  
 BARTENS, CHARLES W.  
 BLOXUM, FREDERICK  
 BAUGH, FRANCIS A.  
 BAUMANN, HENRY C.  
 BAXTER, WILLIAM E.  
 BERGSTROM, CHARLES A.  
 BLISS, PETER  
 BAKER, JOHN T.  
 BARRELLE, EDWIN T.  
 BELL, HENRY P. F.

COFFRE, HENRY  
 COSTELLO, THOMAS  
 COWAN, JOHN  
 CONNOR, JAMES  
 CANNON, PERCY W.  
 CISCO, GEORGE  
 CURTIS, JOSEPH

DA BEAR, SOLOMON  
 DONNELLY, HUGH  
 DONOHUE, EDWARD J.  
 DUNN, JOHN  
 DUNN, JAMES LUKE  
 DEITZ, WILLIAM

EICHBERG, HERMANN

FRICKE, JOHN  
 FISCHER, OTTO C.  
 FALBY, JOHN

GROWNY, JAMES  
 GARY, JOHN  
 GORSE, WILLIAM R.  
 GAVIN, DANIEL  
 GREEN, HARRY

HUGHES, EDWARD  
 HAHN, JOSEPH  
 HARRING, PATRICK  
 HURLEY, JOHN  
 HACKETT, STEPHEN  
 HETNER, GEORGE W.  
 HALEY, WALTER J. C.  
 HARRING, WILLIAM R.  
 HOAGLAND, ALVAH W.

KLEIN, ALFRED  
 KAUFMANN, GUSTAVUS J.  
 KUHN, JOSEPH

LUBBIN, CHARLES A.  
 LARKIN, WALLACE  
 LUCAS, JOHN F.  
 LYONS, CHARLES V.  
 LINDNER, JACOB  
 LYNCH, J. FRANCIS

MCGUIRE, JOSEPH  
 MURPHY, GEORGE  
 MULLINS, WILLIAM H.  
 MAHONY, JAMES  
 MUSLER, JOHN  
 MCGHAN, PETER  
 MCKILLOP, JOHN T.  
 MAYER, MARX  
 MARTIN, BENJAMIN  
 MANN, EDWARD L.  
 MALONEY, MICHAEL  
 MCCORMICK, JOHN  
 MCKEVITT, JOSEPH

NICHOLS, JOHN W.

O'KANE, SIMON  
 O'DWYER, GEORGE  
 O'KEEFE, AUGUSTUS V.  
 O'DONNELL, THOMAS B.

PAYNE, CHARLES  
 PHILLIPS, WILLIAM H.  
 PREISS, FREDERICK  
 PEARSON, PHILIP

RINN, TERRENCE P.  
REILLY, MICHAEL  
REGNER, WILLIAM  
ROWE, LESLIE  
REILLEY, JOSEPH  
REYNOLDS, JOHN  
ROHRMAN, FREDERICK J.

SKALLON, JAMES  
SATLER, JOHN  
SCHAADT, WILLIAM  
SMITH, JOHN W.  
SCULLEY, BENJAMIN F.  
SWINT, MICHAEL  
SCHNAPEL, LOUIS  
SKRINE, WILLIAM R.  
SETZ, ALBERT H.

THOMPSON, THOMAS M.

WILLOW, STEPHEN F.  
WESTBROOK, EDWARD M.  
WORTH, JOHN  
WELCH, CHARLES E.

YANOWITZ, ADOLPH

ZIMMERMAN, ADAM

### FEMALES.

ARMOUR, ELIZABETH  
ALBERTSON, JENNIE  
ANDREWS, MARY

BARKER, ELIZABETH B.  
BOLLARD, MARGARET  
BOLGER, HENRIETTA  
BLISS, BARBARA  
BERGEN, CATHARINE E.  
BUTTEL, GRETCHEN  
BEREAN, ADELLA G.  
BUCKALEW, IRENE  
BAILEY, SARAH  
BRAUN, MARY A.  
BRALLEY, MARY A.  
BEATTY, MADELINE  
BAUM, CAROLINE  
BRONNI, MARY  
BLAGBROUGH, EMMA

CRAWFORD, MARY E.  
COFFEY, MARGARET  
COLLINS, MARY  
CREAGLE, GERTRUDE M.  
CASEY, ELIZABETH  
CAMERON, MARGARET  
CORBETT, MARY J.  
CARY, ANNA  
CLIFFORD, MARY A.  
CORBY, FANNY

DORIS, ELLEN  
DONOVAN, MARY  
DUNNER, ELIZABETH  
DURGAN, CHLOE C.  
DONOHOE, MARIA A.  
DRUMGOOL, MARY  
DIXON, EMMA  
DOUGHERTY, JOSEPHINE

EDDY, JESSIE M.  
ENGLISH, ANNIE M.

FICHTEL, AMELIA D.  
FLYNN, ELIZABETH  
FRANCIS, MARGARET A.  
FOLEY, ROSE ELLA  
FAY, JULIA  
FLYNN, MARY

GRIESHABER, ELIZABETH  
GINGER, ELIZABETH S.  
GORMAN, MARY  
GILLIS, LUCY  
GARAGHTY, EMMA  
GEPHART, MARGARET

HICKS, SARAH W.  
HENDERSON, MINNIE  
HENNESSY, MARGARET  
HETZEL, ANNIE  
HENNESSY, ELIZABETH T.  
HOLLEY, CATHERINE F.  
HILTON, ESTHER A.  
HAYES, FRANCES H.  
HORTON, AGNES R.  
HOGAN, MARY E.  
HANCOCK, IDA  
HENRY, NELLIE  
HEIN, FANNIE A.  
HAFFNER, ANNIE C.  
HITZELBERGER, SOPHIA  
HONIG, MARY A.  
HUNT, MARY

JOHNSON, DELIA M.

KELLY, ELIZABETH  
KREISCHER, ANNIE

LENT, JOSEPHINE  
 LOCHMOND, ROSA  
 LAZARUS, MARY  
 LYONS, MARY  
 LANTHIER, EMILY  
 LEVY, MATILDA  
 LEYDEN, MARGARET  
 LOWERRE, PAMILLA  
 LEGGETT, CARRIE  
 LICHTENBERG, HELEN

MINER, MARY  
 McMAHAN, ANNIE  
 MULLANE, ELLEN  
 MULHOLLAND, EMILY  
 MALONE, MARY  
 McDONALD, ALICE C.  
 MANNING, MARGARET  
 MILLER, AMELIA  
 MULHOLLAND, MARY R.  
 McCORMICK, MARY  
 MEEHAN, REBECCA A.  
 McCARTHY, BRIDGET

NOLAN, ANN

O'NEILL, CATHERINE  
 O'KEEFE, CATHERINE  
 O'NEILL, MARY  
 OFFERMANN, SOPHIA W.  
 OLWELL, ANNIE

PARKINSON, ANNIE E.  
 PFISTER, ELIZA  
 PRICE, EMMA  
 PIKE, FRANCES S.  
 PURDY, SUSIE V.

REGAN, JULIA  
 REED, LILLIE B.  
 ROGERS, FLORA E.  
 ROBSON, AMELIA

SHEA, MARGARET  
 SMITH, MARY ANN  
 SMITH, MARGARET A.  
 SCHLOSSER, CATHERINE  
 SCHAEFER, MATILDA  
 STROBEL, ELLEN  
 STAAB, SOPHIA  
 SHEA, ANNIE  
 STAFFORD, MARY  
 SMITH, MARY E.  
 SCHLEGEL, LIZZIE J.  
 SULLIVAN, RACHEL F.  
 SCHLEIERMACHER, CATHERINE  
 SCHEEDY, CATHERINE  
 SPELLISSY, NELLIE  
 SMITH, LOUISA  
 SMITH, MINNIE  
 SULKEY, BERTHA

TURNER, EMMA

VASSAR, MARY ANN  
 VIALS, MINNIE P.

WHITE, ABIGAIL  
 WILLIAMS, MARGARET  
 WYATT, FREDERICA  
 WRIGHT, ELEANORA  
 WEBBER, ANGELINE  
 WHITE, SARAH J.  
 WEINER, ELIZA

YOUNG, JANETTE E.



FORTY-EIGHTH

ANNUAL REPORT OF THE MANAGERS

OF THE

NEW YORK

INSTITUTION FOR THE BLIND

For the Year Ending September 30, 1883.

LUX ORITUR.

"And I will bring the blind by a way that they knew not; I will lead them in paths that they have not known; I will make darkness light before them."—ISAIAH xlii, 16.

NEW YORK:  
THE BRADSTREET COMPANY,  
279 BROADWAY.



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NEW YORK:  
THE BRADSTREET COMPANY,  
279 BROADWAY.

(Extract from By-Laws.)

TO CONSTITUTE MEMBERSHIP.

SECTION 1. Any person who has been elected a Manager at a previous annual election, or who shall have been chosen to fill a vacancy occurring during the year, shall be a member during his term of office. Any person who shall be proposed at a stated meeting of the Board of Managers for membership, shall, if elected by the Board at the next stated meeting, become a member of the Institution, and shall continue to be a member so long as he shall pay the sum of *Five* dollars annually.

SEC. 2. Any member may become a Life Member who shall have filled the office of Manager for five successive years, or who shall pay the sum of *Fifty* dollars at any one time.

SEC. 3. Any member may become a Benefactor who shall have filled the office of Manager for ten successive years, or who shall pay the sum of *One hundred* dollars at any one time.

SEC. 4. Any member may become a Patron who shall have filled the office of Manager for twenty successive years, or who shall pay the sum of *Five hundred* dollars at any one time.



# Board of Managers.

1883.



*Terms of con-  
tinuous service.*

AUGUSTUS SCHELL, . . . . .	Since 1848
ROBERT S. HONE, . . . . .	" 1858
D. LYDIG SUYDAM . . . . .	" 1860
THEODORUS BAILEY MYERS, . . . .	" 1863
JOHN TREAT IRVING, . . . . .	" 1863
JAMES M. McLEAN, . . . . .	" 1864
SMITH CLIFT, . . . . .	" 1866
WILLIAM WHITEWRIGHT, . . . . .	" 1866
WILLIAM C. SCHERMERHORN, . . . .	" 1866
CHARLES DE RHAM, . . . . .	" 1867
FRANCIS A. STOUT, . . . . .	" 1868
FRED. AUG'S SCHERMERHORN, . . . .	" 1870
PETER MARIÉ, . . . . .	" 1870
FREDERICK W. RHINELANDER, . . . .	" 1874
FREDERICK SHELDON, . . . . .	" 1874
CHANDLER ROBBINS, . . . . .	" 1875
CHARLES E. STRONG, . . . . .	" 1876
PHILIP SCHUYLER, . . . . .	" 1878
TEMPLE PRIME, . . . . .	" 1880
JOHN I. KANE. . . . .	" 1881

## Officers of the Board.

---

AUGUSTUS SCHELL.....*President.*  
ROBERT S. HONE.....*Vice-President.*  
T. BAILEY MYERS.....*Recording Secretary.*  
WM. C. SCHERMERHORN.....*Corresponding Secretary.*  
WM. WHITEWRIGHT.....*Treasurer.*

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## Standing Committees.

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### *Committee on Finance.*

JAMES M. McLEAN,                      WILLIAM C. SCHERMERHORN,  
JOHN T. IRVING.

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### *Committee on Supplies, Repairs and Improvements.*

SMITH CLIFT,                      FREDERICK SHELDON,  
CHARLES DE RHAM,              PHILIP SCHUYLER,  
D. LYDIG SUYDAM.

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### *Committee on Instruction and Music.*

CHANDLER ROBBINS,              CHARLES E. STRONG,  
FRANCIS A. STOUT,              JOHN I. KANE.

---

### *Committee on Manufactures.*

F. A. SCHERMERHORN,              FREDERICK W. RHINELANDER  
PETER MARIE',                      TEMPLE PRIME.

---

The President shall be *ex-officio* member of all standing committees.

The Vice-President and Treasurer shall be *ex-officio* members of the Committee on Finance.—(*By Laws.*)

## Officers of the Institution.

---

WILLIAM B. WAIT ..... *Superintendent.*

---

WILLIAM A. HUME, M.D. .... *Attending Physician.*

*Consulting Surgeons.*

JOHN H. HINTON, M.D.                      ABRAM DUBOIS, M.D.

---

### *Teachers in the Literary Department.*

MR. STEPHEN BABCOCK,	MISS C. BOOMHOUR,
MR. E. B. NORTON,	MISS M. E. YOUNG,
MISS L. CARPENTER,	MISS N. BOOMHOUR,
MISS A. A. BUSH,	MISS L. A. ROGERS,
MISS M. E. ROWELL.	

---

### *Teachers in the Music Department.*

MISS H. A. BABCOCK,	MISS C. CONNELL,
MISS C. E. DYER,	MRS. L. L. FUQUA,
MISS B. HOFF.	

---

### *Teacher in Tuning Department.*

MR. H. COFFRE.

---

### *Teachers in the Industrial Department.*

MR. W. WATERBURY,	MR. D. MCCLINTOCK.
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### *Upholstress.*

MISS A. SHERIDAN.

*Fancy Work Department.*

MISS L. A. HASKELL,	MISS H. M. RODNEY,
MISS A. HAMLIN,	MISS A. COX,
MISS N. BOOMHOUR.	

---

*House Department.*WM. H. HARRISON, *Steward.*

<i>Matron,</i>	<i>Assistant Matron,</i>
MRS. MARY ROBINSON.	MISS L. A. HASKELL.

---

*Juvenile Department.*

MISS A. HAMLIN,	MISS C. BOOMHOUR,
MISS C. TOWNSEND,	MISS N. BOOMHOUR.

---

*Reception Room and Fancy Work.*

MISS L. A. ROGERS,	
MISS ALICE HATCHMAN,	MISS H. RODNEY.

---

*Hospital Nurse.*

MRS. S. E. MORGAN.

# REPORT.

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*To the Honorable, the Legislature of the State of New York :*

The Managers of the New York Institution for the Blind, in compliance with the provisions of the act of the Legislature, respectfully submit their report for the year ending September 30, 1883.

The number of pupils instructed during the year has been 243.

The report of the Attending Physician which is annexed hereto, shows that the general health of the pupils has been good.

The report of the Superintendent for the year is annexed.

The following statement of moneys received and expended during the year is respectfully submitted, as required by the act of the Legislature passed in 1873 :

Cash on hand September 30th, 1882.....	\$5,091 45
Received from General Appropriations.....	45,760 81
Received from other sources.....	29,331 64
Total Receipts.....	<u>\$80,183 90</u>

## *Expenditures.*

Salaries and Wages .....	\$23,864 12
Provisions and Supplies.....	14,950 36
Clothing, Dry Goods, &c., not including Wages.....	4,777 12
Fuel.....	3,213 07
Gas.....	1,330 17
Furniture and Fixtures.....	733 46
Repairs and Improvements.....	4,900 43
Insurance.....	549 71
Transportation and Traveling.....	560 26

Medicines and Medical Supplies .....	55 37
Other Ordinary Expenses.....	6,520 50
Total.....	<u>\$61,454 57</u>
Invested in Union Trust Company .....	6,330 25
Taxes.....	2,925 00
	<u>\$70,709 82</u>
Balance .....	9,474 08
	<u>\$80,183 90</u>

Reference is respectfully made to the annexed report of the Treasurer, which presents a full statement of the receipts and disbursements of the Institution for the year.

The following is a list of the legacies and donations which have been received from time to time from the incorporation of the Institution in 1831 until September 30, 1883.

## LEGACIES.

Miles R. Burke.....	\$2,000 00
Jane Van Cortlandt.....	300 00
Isaac Bullard.....	101 66
Elizabeth Bayley.....	100 00
John Jacob Astor.....	5,000 00
William Bean .....	500 00
Peter Gerard Stuyvesant.....	3,000 00
John Horsburgh.....	5,000 00
Elizabeth Demilt.....	5,000 00
Sarah Demilt.....	2,000 00
C. D. Betts.....	40 00
Sarah Penny .....	500 00
Sarah Bunce.....	500 00
Elizabeth Idley.....	196 00
Samuel S. Howland.....	1,000 00
William Howe.....	2,985 14
Margaret Fritz.....	100 00
James McBride .....	500 00
Charles E. Cornell.....	521 96
Charles E. Demming.....	50 00
Mrs. De Witt Clinton.....	200 00
W. Brown .....	465 00
Elizabeth Gelston.....	1,000 00

Robert J. Murray .....	500 00
Seth Grosvenor.....	10,000 00
Elijah Withington.....	100 00
Benjamin F. Butler.....	800 00
Frissel Fund.....	2,000 00
Simeon V. Sickles.....	6,561 87
Anson G. Phelps.....	5,675 68
Thomas Reilly.....	2,254 84
Elizabeth Van Tuyl .....	100 00
Thomas Egleston.....	2,000 00
Sarah A. Riley.....	100 00
William E. Saunders.....	725 84
Thomas Eddy.....	1,027 50
Robert C. Goodhue.....	1,000 00
Jonathan C. Bartlette.....	190 00
Stephen V. Albro.....	428 57
John Penfold.....	470 00
Madam Junel .....	5,000 00
Mrs. Steers.....	34 66
Thomas Garner.....	1,410 00
Chauncey and Henry Rose.....	5,000 00
Elizabeth Magee .....	534 00
John J. Phelps.....	2,350 00
Rebecca Elting .....	100 00
Regina Horstein .....	250 00
G. Martens.....	500 00
John Alstyne.....	10,320 44
Elizabeth and Sarah Wooley.....	5,984 83
Benjamin Nathan.....	1,000 00
Thomas M. Taylor.....	6,151 94
Simeon Abrahams.....	2,804 00
James Peter Van Horne .....	20,000 00
Caleb Swan .....	500 00
Mrs. Adeline E. Schermerhorn.....	10,000 00
Henry H. Munsel.....	3,396 32
Thomas C. Chardevoyne.....	5,000 00
William Dennistoun.....	11,892 77
William B. Astor. ....	5,000 00
Benjamin F. Wheelwright.....	1,000 00
George T. Hewlett (Executor) ....	500 00
Ephraim Holbrook.....	39,458 16
Mrs. Emma B. Corning.....	5,000 00
Eliza Mott.....	140 00
Mary M. Colby .....	595 86

D. Marley .....	1,400 00
Henry E. Robinson.....	6,000 00
M. M. Hobby.....	726 28
Eliza Mott .....	350 00
Caroline Goff.....	4,161 59
Simeon Abrahams.....	2,248 70
Catherine P. Johnson.....	530 00
Maria Hobby.....	1,187 68
Eliza Mott.....	650 00
J. L., of Liverpool, England.....	25 00

Of the funds thus received there were invested at the close of the fiscal year, in United States Bonds, one hundred and eighteen thousand dollars (\$118,000) at par value, but the actual cost of which was one hundred and twenty-one thousand and ninety-six dollars and ninety-one cents (\$121,096.91), and in New York City Stock twenty-nine thousand dollars (\$29,000), at par value, but the actual cost of which was thirty thousand seven hundred and twenty-two dollars and fifty cents (\$30,722.50). There was also invested at interest in the Union Trust Company of New York the sum of twenty thousand and sixty-eight dollars and ninety-eight cents (\$20,068.98).

The residue of this fund is charged to the real estate account, the same having been expended in the purchase of land and erection of buildings for the use and benefit of the Institution.

The Managers take pleasure in expressing their high opinion of the energy and faithfulness of the Superintendent, Mr. William B. Wait, who has for so many years earnestly devoted himself to the interests of the Institution and the welfare of the blind.

The Managers respectfully represent to your Honorable Body that the expense of educating, boarding and lodging the pupils, and the general care and maintenance of the institution make it necessary that an appropriation of at least two hundred and fifty dollars for each pupil should be made for the next year, that being the amount which was appropriated for the current year.



[ Since the Institution was founded nearly fourteen hundred pupils have been instructed, some of whom have attained creditable positions as teachers, and in the professional and business walks of life, while nearly all have been able to earn for themselves a support, and have thus been saved from the humiliating dependence which is the usual lot of the uneducated blind.

The Managers take this opportunity to tender to your Honorable Body their acknowledgment for the aid and support which have been heretofore given to this Institution, and to express the hope that the same may be continued.

All of which is respectfully submitted.

THE NEW YORK INSTITUTION FOR THE BLIND.

AUGUSTUS SCHELL, *President.*

T. BAILEY MYERS, *Secretary.*

*City and County of New York, ss.:*

AUGUSTUS SCHELL, of said city, being duly sworn, saith: That he is President of the New York Institution for the Blind; and that the above report, signed by him, is true, to the best of his knowledge and belief.

AUGUSTUS SCHELL.

Sworn to before me, this 19th }  
day of December, 1883. }

HULBERT PECK,

*Notary Public, N. Y. Co.*

*Dr.* WM. WHITEWRIGHT, TREASURER, IN ACCOUNT WITH THE NEW YORK INSTITUTION FOR THE BLIND, *Cr.*

FOR THE YEAR ENDING SEPTEMBER 30, 1883.

To Cash balance September 30, 1882.....	\$5,091 45	By Cash paid for Supplies.....	\$15,006 73
" Cash received from State New York.....	45,760 81	" " Salaries and Wages.....	19,332 34
" " State New Jersey.....	8,209 26	" " Clothing, Dry Goods, &c.....	4,777 12
" " County New York.....	5,501 79	" " Furniture and Fixtures.....	733 46
" " Kings County.....	1,308 12	" " Repairs and Improvements.....	4,906 43
" " Queens County.....	188 75	" " Traveling Expenses.....	560 26
" " Suffolk County.....	75 14	" " Legal Expenses.....	30 00
" " Legacies.....	2,367 68	" " Legacy Investment Fund, Union Trust Co.....	6,330 25
" " Donations.....	25 00	" " Gas.....	1,330 17
" " Fairs and Exhibitions.....	251 50	" " Croton Water.....	622 50
" " Tuition.....	62 50	" " Music and Instruction.....	2,591 71
" " Rents.....	200 00	" " Taxes.....	2,925 00
" " Music and Instruction.....	259 27	" " Insurance.....	549 71
" " Clothing, Dry Goods, &c.....	537 14	" " Manufacturing Department.....	1,925 66
" " Sale of Manufactures.....	2,644 07	" " Petty Account.....	1,226 63
" " Interest.....	7,380 25	" " Mfg Depart't Salaries and Wages.....	1,469 58
" " Supplies.....	243 71	" " Clo., Dry Goods, &c., Sal. & Wages..	3,062 20
" " Petty Account.....	72 59	" " Fuel.....	3,213 07
" " Furniture and Fixtures.....	1 32	" " Fairs and Exhibitions.....	117 00
" " Repairs and Improvements.....	3 55	By Balance.....	9,474 08
			<u>\$80,183 90</u>

Examined and found to be correct, {  
November 15th, 1883.

J. M. McLEAN,  
W. C. SCHERMERHORN, } Committee.  
JOHN T. IRVING,

WM. WHITEWRIGHT, Treasurer.

## Attending Physician's Report.

---

*To the Board of Managers of the New York Institution for the Blind:*

GENTLEMEN—In submitting to you my annual report, it affords me much pleasure to state that for the past year the general health of the Institution has been good.

As would naturally be expected among so many inmates, there has been a number of slight ailments, principally from derangement of the digestive organs. There have been but two cases of a serious nature, one of pneumonia, which made a complete recovery, and the other a severe case of diphtheria, which was contracted by the pupil while at home and developed almost immediately upon his return to the Institution. He died after an illness of ten days. We have cause for congratulation in having been able to so isolate this case that there was no spread of the disease among the many inmates of the house, and I may add that this result was largely due to the care and watchfulness of the Superintendent. I am much pleased to state that at present there is no sickness in the Institution.

Respectfully submitted,

W. A. HUME, M.D.,

*Attending Physician.*

*New York, November 27, 1883.*

## Report of the Superintendent.

---

*To the Board of Managers:*

GENTLEMEN—I beg to submit the following report :

Number of pupils, September 30th, 1882.....	209
Admitted during the year.....	34
Whole number instructed.....	243
Reductions.....	33
Remaining September 30th, 1883.....	210

### HEALTH

In general the health of the Institution has been good. Our pupils are exposed at their homes and elsewhere to such diseases as exist in the community at large, and we have reason to be thankful for exemption from any visitation of an epidemic form of disease.

The outlay for medicine and medical supplies for the year was only \$55.37, of which a large part was for eye prescriptions.

In this connection I would make sorrowful mention of the death of Mr. Frederick Henssler in May last, by which the Institution sustained a severe loss. Mr. Henssler entered the service of the Institution as teacher of music in 1863. Although he had not the great advantages of instruction in a conservatory or under noted masters, yet he brought to his work much learning—the fruits of many self-imposed tasks. Impatient of idleness and indifference, he was an incessant worker, and inspired his pupils to work. He was prompt, painstaking and efficient. The beneficial influence of his teaching cannot fail to abide with his pupils, and his memory will ever be pleasant to those who were associated with him here.

## THE SCHOOLS.

The eye is the most used of all the perceptive organs. With it the every-day work of the world is performed. By it the great forces of nature are observed and studied, both in their visible modes of action and in their visible results. In short, everywhere the great mass of important facts and things are observed by sight, and in almost all subjects, comparisons, measurements and classifications are made according to visible standards. The world works and learns chiefly by sight.

Such being the case, it must be expected that the consequences of the deprivation of this faculty will be serious, and in the cases of neglected children will be disastrous to their physical, mental and moral growth and well-being.

The effects will, of course, vary according to transmitted tendencies, family surroundings, opportunities, the age at which blindness occurs, and the causes which produce it.

If a child lacks this chief observing faculty, it is obvious that he will be deficient in the habits of observation customary among children and in the knowledge and habits of thought incident to such observation. He must depend upon others for an account of the facts and things which exist about him. Such accounts are usually inaccurate, and this, coupled with the fact that he knows the true meaning and correct use of but few words, leads him to many incomplete and false ideas respecting material things, moral ideas, and the relations of life. The inability to verify to any great extent the statements of others by observation, and the certainty that an inaccurate or misordered statement will lead to an erroneous conception, renders it very important that all statements, illustrations and descriptions, especially those used by *teachers*, should be correct, concise and comprehensible to the pupil. It is to be noted, however, that the necessity of receiving so much from others tends to establish the "pouring-in" process on the part of teachers and to perpetuate an inert, unthinking and unobservant habit of mind on the part of the pupil: whereas it

should be the purpose and daily practice of the teacher to rouse the pupil from a lethargy incident to his condition, to stir up the mind in order that he may *think* and learn to make practical use of the knowledge communicated to him; otherwise he will become a passive recipient—a mere memorizer. The blind child should be instructed as to the methods of observation used by the sighted, and also that people rely upon the evidence of this sense as being not only correct, but the best evidence. Of these things he may be unaware, and is thus led, and quite naturally, into the habit of making statements which he assumes will be received, in the face of visible evidence of a contrary nature, of the import and force of which to the sighted observer he seems to be unconscious.

The absence of one of the perceptive faculties, even from birth (and not more than 5 per cent. of all cases of blindness are of this kind), does not imply an original and constitutional weakness or deficiency of the mind. In any sighted school in which all the children are sound and healthy in body and mind, great differences will exist between those of the same age. Some will be proficient in one branch, some in another; some over-quick to catch an idea, will as quickly let it go, while others, more slow in apprehending, will retain what they learn. Some are studious, others idle; some go to school cheerfully, others unwillingly. Whatever differences exist among sighted children, the same will be found among blind children.

The sighted child engages with eager zest in the many games which cultivate his perceptive faculties and afford ample scope for the development of his physical powers. In these games the blind child can take no part, and hence he should be incited and instructed to exercise in such ways as are possible to him.

The sighted child is interested in, and of himself learns rapidly about, a thousand objects and relations around him, in the very midst of which his blind fellow is isolated and concerning which he cannot know unless informed in slow detail and with painstaking care.

published in 1882, as a class guide, and which has also been published by the American Printing House for the Blind, for finger reading. To avoid confusion of ideas and to secure a uniform, definite and quick mode of oral expression which all shall understand alike, let the signs be described by numbering the points in each thus: Those in the upper line 1, 3, 5, 7; those in the lower line 2, 4, 6, 8, beginning at the left. When *writing* observe the same order, beginning at the *right*.

The first eight chapters should be studied by the *mental* method, without reading or the use of tablets. First make the pupils perfectly familiar with the *primitive* signs and the various classes of derived signs, with their names, construction and use.

In the study of the notes, with their values, it is better at first to describe first the *pitch*, and then the *duration* or time part of the sign, although these signs in full form are four points long. At a later period these signs may be considered as *one*, and the points in each line numbered through.

The terms of the Staff and Point Print Notation being convertible, the pupils should from the first be required to practice the interchange. For instance, the teacher gives this example: Sharp C, a sixteenth dotted; the response in words will be one;—blank;—one, three, five, seven;—two, four, eight;—blank;—one,—which will appear thus: • | :::: | • Or the teacher will give the following: One;—blank:—one, three, five, two, four, six;—blank;—one, three, two, four;—two blanks:—one, three, five, two, four, six;—blank;—three, two, four;—blank;—one, three, two;—two blanks:—one, three, five, two;—two blanks:—one, three, five, seven;—two blanks, etc., and the response will be: Sharp.—blank;—number sign;—blank;—numeral one;—two blanks:—number sign;—blank;—numeral three: blank;—numeral four;—two blanks;—fourth octave;—two blanks;—d a half note,—or in these words,—signature—key of G,—three four time,—fourth octave—d a half,—etc. This practice should be followed until the work of the class is spontaneous and correct, for by this

means only can a thorough understanding and proficiency in the use of the system be attained.

The first eight chapters having been mastered in this way, reading may be commenced, for which Kohler, op. 190 (a revised edition of which will soon be published by the American Printing House), is recommended, beginning with the simplest numbers. The subjects contained in the succeeding chapters should be studied mentally, followed by the reading, for which the other published selections will serve a good purpose.

It will be observed that the system abounds in rules. In presenting these the teacher should have at hand a number of suitable examples selected from any composition in ink print at hand. One of these will be taken as topic, the peculiarities of which the class will strive to discover. A second and third example of like kind will be presented for examination, and with a little help the class will soon understand their structure, the points in which they are similar, and may be able to suggest a mode by which they may be expressed in point signs. This being done, it only remains to describe the examples and the method of writing them, in the words of the rule, the reasons for, and the methods of deducing which, have already been learned. In this way the pupil is taught to observe, compose and classify, to think and form conclusions, and to state them in concise and exact terms. There should be a piano in the class-room, and, as soon as the subject will admit, the pupils should be required in all possible cases to originate and perform many examples. It may be observed, that in this class, the object is to teach the pupils "*The System*," and to *read, write and understand* music *in this System*. The use of the piano is simply one of the means to this end. Many pupils may not be able to *play* the examples given in "*The System*," which are intended to illustrate the *rules*, but it is, nevertheless, obligatory on the teacher to form or select such examples as will illustrate the methods and rules equally as well, and at the same time use them at the piano as an auxiliary in teaching the subject. The fact that a pupil can "*play*" but little—or not at all—is not a



a different order, different nomenclature, different rules, different methods. The teacher of this year may be substituted by another next year. The pupils of one grade may pass to another grade under a different teacher next year. The effect of a deviation from the adopted *text* and course is, that unity of plan is destroyed, regular progress through the subject is impossible, and gradation is out of the question.

Thus easily may the very ends at which we aim be defeated. I believe that if in any school teachers are left to pursue the course each thinks best (which is never thought of in the literary departments), this will be the inevitable result.

And yet dogmatic or routine work is to be avoided. We should remember that it is the *subject* which is being taught and *not* the text book, which is simply a *guide* to and through the subject adopted for the purpose of unifying the work, and while all needful light from whatever source should be thrown upon every subject, still there should be no such departure from the subject matter as prescribed in the text book as will confuse the pupil, destroy the author's plan or the unity of the school work.

It may also be remarked that nearly all the works upon Harmony and Composition are in the form of extended treatises abounding in discussions, footnotes and references, and presenting marked contrasts, as to *plan*, *contents*, *terms*, *order*, *thoroughness*, and *clearness*.

It is essential that the teacher should know the subject in all its details as presented by the best writers, in order to set it forth in its entirety, and to explain and illustrate the chosen text, no matter how obscure, faulty, or incomplete, it may be in statement.

What has been said is emphasized by the fact that there should be some standard by which the work of classes and teachers may be compared and some method of specifying what ground has been thoroughly passed over by classes and their present place in any subject. This will greatly aid in forming an opinion as to the work and worth of teachers.

Otherwise, also, credit might be ascribed to or assumed by teachers for the proficiency of a pupil or class, really due, it may be, to years of patient and able work by their predecessors or co-workers. There should be no illusions or uncertainties on the part of either superintendent or teachers in regard to the actual state of important matters of this kind in any branch, nor will there be where unity of plan is enforced and conscientiously observed.

Although the subject of *Form* may not be included in Harmony proper, it is desirable that, after the study of all classes of seventh chords, the class should be taught the *Song-Form* of *one*, *two* and *three* periods, with their varieties. As would be the study of language by the study of words, unaccompanied by the construction of sentences and the common form of composition, so is the study of Harmony regardless of the simple form of Musical composition, viz., the *Song Form*. It is the mode in which musical elements are endowed with symmetry and beauty, and become the vehicle for the expression of feeling, if not of thought.

With proper instruction on this subject, which is not difficult, the musical studies of the pupil in every direction will be more intelligent, interesting and profitable, and he will be able to present his own harmonic studies in an intelligible and living form.

In this connection a few words are suggested by inquiries and personal visits from Superintendents and teachers, who desire to adopt the best methods of teaching the Point Print System of Musical Notation.

The class may consist of about twenty pupils, selected according to their intellectual grade, and not according to their ability as players. It is desirable that each should have had one year's instruction at the piano and be familiar with the Point Print literary system. But a pupil may begin and carry on the literary and musical systems together. The teacher will follow the book entitled "A System of Writing and Printing Music for the Use of the Blind," a revised edition of which was

ing over the largest of the three series of line letter cards or primers long after they have learned the point letters (of which there is but one size), *even without the aid of a pin-board*. The apparatus for teaching the *Staff* notation was originated here some three years since. The use of the arithmetic slate and type of the T. V. & L. pattern, with other type representing the signs of the Point Musical notation in the study of Harmony, has been fully perfected. It has proved to be invaluable in facilitating the work of the pupils. A few words in relation to the method of teaching Harmony may not be out of place. As arithmetic is taught by two methods, viz., the *mental* and the *written*, so Harmony not only permits but requires similar treatment.

The origin of the written method and of the slate and blackboard is referable to the necessity of representing objects and ideas by visible signs, and of relieving the memory from the onerous burden of retaining long and difficult problems, statements, and processes. Naturally, the mental method has a much wider use with the blind than with the sighted. The written method is equally indispensable, and, if less used, it is probably owing to the expense of the apparatus. It is evident that the blind pupil should be furnished with tangible methods equivalent to those used by the sighted. In a general way it may be said that in the Harmony class the following subjects should be first studied by the mental method, viz.:

- 1st. The preliminary definitions and explanations.
- 2d. The study of intervals of every kind constructed both above and below any given tone, by whatsoever name known, including their inversions.
- 3d. The study of the formation of the various triads in their proper order constructed upon each degree in every key.
- 4th. The *forms* and *positions* of triads, with the names by which they are known, and the numerals by which they are expressed, and the reason therefor.
- 5th. The rules of triad progression.
- 6th. The construction of sequences and cadences.

The class may number twenty. Recitation should be conducted with a piano or cabinet organ. Every detail should be thoroughly mastered, to which end the class should be required to construct, describe, and classify, orally, *many* given examples, and also to play them. The same should be done with original examples furnished by the pupils. They should be required to determine by ear and correctly name any *kind* of interval, chord or cadence which may be played. But the ear should ever be the handmaid to the intellect.

All this having been *thoroughly* accomplished, the *written* method should be employed, and each pupil furnished with a slate, and the type necessary in the statement and solution of extended examples in triads given by the teacher and in the construction of original examples.

Let the pupil become familiar, by analysis and *much* practical use, with the resources which are to be found in the triad formations of a single key. From this point forward both the *mental* and *written* methods will be used conjointly in teaching seventh, ninth and other chords, with their thorough-bass figuring, and, in short, every subject in Harmony, or to which it leads. The intelligent, capable teacher who understands the subject and his class will know the uses and limitations of the *mental* and *written* methods respectively, and will use them judiciously.

As to books on Harmony, it may be said that while many learned works have been written, each containing much that is valuable; and while all agree in regard to the essential principles, yet all will not serve equally well as a *text* book or class guide. In some the plan is clearer and better worked out than in others, the order and treatment more logical, the nomenclature more natural and fitting.

Hence care should be taken to select that which will best serve as a *text* book; and when adopted, whether there be one or more teachers of the subject, the plan, purpose and method of the author should be understood and strictly carried out by all. Otherwise, the subject under different teachers will have

Many occupations are open to the sighted, while but few are open to the blind, and to the pursuit of these they must be adapted as far as is practicable in the course of their education. In short, whatever is needful to be done in training, instructing, educating and developing the body, the affections, the intellect, the will, and the moral sense of sighted children, much more must be done in the case of blind children.

The considerations thus briefly stated indicate in some slight degree, what is meant by the phrase;—the education of the blind,—and suggest the elements and agencies which ought to be combined in an institution or school, designed to educate this class.

Let us briefly notice some of these :

1st. They should be so chartered and organized that their management shall be wholly unbiased by political considerations.

2d. The institution should be located in some large city.

3d. Buildings should be ample, equal, and similar in accommodations for each sex, sufficient in number to secure good classification, and distributed on each side of a central administration and school building, with suitable open spaces separating each pair of buildings. They should be strongly built, with a view to the health, safety, comfort and uses of the inmates, but without extravagant or needless outlay, to prevent which, plans and specifications must be carefully scrutinized. In their internal arrangements, the buildings should be adapted to the well-known requirements of institution administration, whereas, in many instances, the reverse is the case. Excepting the central building, they should not be over three stories high.

4th. There should be a sufficient number of class-rooms, each provided with desks, a suitable number being of the Kindergarten style. Each sex should have a sufficient number of music-rooms, which should be in close proximity, but so arranged that sounds shall not pass from one to the other. Two or three music-rooms should be furnished with desks for

a class of twenty pupils, as well as with a piano. Each classroom should have suitable closets for books and apparatus.

5th. The school should possess an ample outfit of tangible apparatus. This should be strongly made so that it may be handled freely. Especially ought each pupil to be provided with all the articles used in Kindergarten work; with slate and type for the study of arithmetic and algebra; with a tablet for writing point print; with a flat cushion and box of movable signs for studying the *Staff* notation of music, and with a slate and type for the study of Harmony. A very useful but simple piece of apparatus was originated during the past year. It consists of a strip of board two or more inches wide by twelve long, perforated with parallel lines of eight-inch holes about one-fourth of an inch apart each way, and along the lines of which a slight groove is planed out. Between each pair of lines the holes are omitted. In the holes pins of suitable size, with rounded ends, are placed, and which project above the board about three-eighths of an inch. It is called the pin-board. With these pins the signs of the Point Alphabet and Point Musical Notation may be made, thus reducing the subject to a species of object lesson, and enabling the very young pupil to analyze and construct the letters and signs, and to spell and form examples in musical notation long before he could use the point-print tablet.

Some children in a reading class, who found it very difficult to learn the point-print letters and signs from the printed page, although the description of them by numbering the points in the upper line 1, 3, 5, 7 and those in the lower line 2, 4, 6, 8 is very exact, and although simpler tangible signs can hardly be designed, were at once relieved by the use of this pin-board. And here, it may be asked, if the pupil finds such difficulty in learning the *point* signs, which are analyzed, each part being numbered and its position fixed, what must be his difficulty in attempting to learn the *line* letters, which are complex in form and to which no analysis or description which a child may understand is applicable? Such children will be found grop-

and not much else (for it is all the author has said, and if pupils fail to understand the subject, it is, of course, their fault); one who generally sits during class hour with book in hand, perhaps relieving the monotony of the hour with a little work of some kind (for the pupils cannot see); one who has no alternating recitations, passing from the class to the boys, the girls, the section, the individual in rapid and varying succession; one who has no topical exercises, but uses the questions of the book, passing in regular and unvarying order around the class; one who performs duty in the most perfunctory manner, indulging the dangerous fallacy that a teacher's duties are only such as are specially assigned, and that a formal performance is all that is required. And such a performance will have some of the traits indicated.

Such a teacher will want very explicit directions as to what to do, and just how, when and in what order, feeling that by avoiding any exercise of choice or judgment on their own part, responsibility will be avoided. Such, when called to account, will answer, "There, thou hast that is thine." Such never return more than the one talent, and sometimes lose even that. In matters of disciplinary education and those which concern the emotions and the will, similar bad traits will be observed.

As an incapable teacher fails to interest and employ the pupil or class in an adequate manner the attention is easily diverted, for there is nothing with which it can be intelligently and continually engaged. The teacher is quite unconscious that these are the natural conditions of disorder, and so, when it arises, there is scolding and complaining, the "record" is resorted to, and marks are plied to the pupil for doing that which, under a competent teacher, would not have occurred. No attempt is made to know the mind of the pupil, his home surroundings, or the influences which specially affect him. There is no tact, no management. The system of marks and other indispensable disciplinary agencies, most beneficial in their effects when properly used, actually become hurtful in the hands of one who does not know how to apply them intelli-

gently to the accomplishment of the purpose for which they are designed.

Strangely enough, too, the teacher to whom these traits belong, often seems oblivious to the fact that they must soon become obvious, and will not be accepted in lieu of the sterling qualities which are expected in every one who professes to be a teacher. Nevertheless, counterfeit teachers, like counterfeit coin, will pass undetected for a time. As a rule, to try to correct such faults is worse than useless, for counterfeit teachers, like counterfeit coin, cannot be made genuine.

Many things must necessarily be learned in any new department of teaching, and every true teacher will be a constant learner and ever exhibit a teachable spirit. But no superintendent or institution ought to be at the trouble and expense of preparing one to be in attainments and character that which he holds himself out to be when he assumes the title of teacher. But, it is asked, what guarantee have we that a person is a good and suitable teacher? There is, perhaps, no guarantee, except in the case of those who have been proved to be such under similar conditions; and such can rarely be had. Diplomas and recommendations simply serve as introductions, and may aid one in making a selection. But the actual fitness, adaptiveness, usefulness and influence of a person as a teacher can only be ascertained by practical tests.

These remarks have been prompted by the belief, founded upon observation and the concurrent testimony of others, that many of the schools for the blind should be more efficiently equipped, more wisely managed in regard to the choice, permanence and duties of the executive head, and that the quality of the educational work in nearly every department in all our schools ought to be improved, which can only be done by a sustained effort to secure and retain the services of good teachers who are specially *adapted* to this work and the manifold relations which are incidental to it.



nowhere allowed. Among so many residents of one household, various personal peculiarities, habits, likes or dislikes, and even whims, will occasionally be found. The existence of these is generally natural and necessary, and also innocent, except when obtruded upon the view as if to secure recognition the effect of which is to place any responsible officer in such a position that he or she must transgress the bounds of duty, or be regarded as inconsiderate and disobliging. Occasionally one will show in word or manner that special consideration, favor, attention, or exemption is desired, to secure which, flattery and personal attention, or fault-finding and insinuating remarks, not to mention other expedients, may do their part.

This manifestly tends to disorganization and wastefulness, and substitutes a toadying policy in the place of official relations and correct business methods.

I do not mention these things because they are common, for nowhere ought they to be permitted to exist at all. But I notice them to show that the general officers of any institution should be men and women of fidelity, character and good judgment, who will in no instance be diverted from the strict performance of duty by these influences.

But as the *special* work is *education*, there is special need for well-qualified educators and good teaching in each department. What, then, of the qualifications and methods of the teacher? One may possess a fund of general knowledge, or a liberal education, or an exhaustive knowledge of some special subject, and yet not be an educator. Something more is needed than treasured knowledge.

The power to impart knowledge must be possessed in a marked degree. But many suppose that imparting knowledge consists in reading and rehearsing and memorizing the facts, principles and rules as given in the text book.

As food for the body must be proper as to quality, variety and preparation, and as the kind and mode of administering depends upon age and condition, so ought food for the mind to be selected, prepared and presented with even more considera-

tion and care. There must be an absolute transfer from the teacher to the pupil of the thing imparted, otherwise nothing is imparted.

But power to impart is not enough, for this is an informing process, which in class work chiefly occupies the memory. Superficial and profitless as this everywhere is, it is notably so in schools for the Blind.

The pupil is not only to be *informed* with useful knowledge but he must be taught how to observe, to think, to discriminate, determine, choose and act. Evidently something more than accomplishments are necessary in every phase of this work. There must be developing power and aptness. But even with all these a person may not be suited to teach in *all* places. The character and proclivities must be such as to suit and adapt one to the work and the place. By character is meant not morals only, but the disposition, temper, manner, habits, views of life and the influences which certainly flow therefrom. The professed teacher may be cold, unsympathetic, gloomy or desponding, ill-tempered and discontented, or fretful, frivolous, partial, disingenuous, pretentious, impatient of advice or correction, unwilling to frankly own a mistake. Again, one may have no real interest in the school at large, or in the general welfare of the pupils. To save appearances however, such will assume an air of superiority; will exaggerate the importance and excellence of their own work and flatter their own pupils, to create the impression that they are very proficient, in fact the very best scholars in the school. Just as the identity and classification of an object or animal may be established by some single characteristic part, feature or habit, so the class to which a teacher belongs may be equally well determined by apparently small but significant characteristics. For example, one has no organizing power, never individualizes or subdivides the class, but lumps the pupils in as a whole; who follows the text-book implicitly, rarely giving or asking for original examples; who gives the statements and explanations as they appear in the book,

out reading as yet, and [the third, a class of young boys, is at work with the pin-board, without which they could do nothing with this subject. They have thus far learned how to construct the signs presented in the first five chapters. The results clearly prove that with the board and pins this subject may be commenced with very young pupils.

It is more than likely that we shall yet learn that all classes in this subject should commence with the pin-board and continue its use, as occasion may require, through the entire course.

A higher and more practical result of our teaching is shown in the fact that now *all the pupils* receiving lessons from teachers, and many others being taught by the class of tutors (a normal training class), are at the present time learning their music from finger reading, the purpose being to give them a practical acquaintance with the music printed in this system.

But results will be proportioned to the amount of intelligent, thorough work done. Work, says Carlyle, is the only genius. Those who would create results must work.

The equipment should also comprise a pedal pipe organ and a sufficient number of the best pianos and reed organs; also piano action models and tools for the tuning department.

For the study of political geography a number of dissected maps and one or more planispheres and globes are needful. As respects the merits of dissected and undissected or mural maps for the detailed study of geography it must be admitted that the dissected map is very superior.

It is hard to understand why money and time should continue to be wasted in the manufacture of undissected maps, unless, indeed, it proceeds from an unconsciousness of the progress made in the art and means of education, or from a fondness for archaic methods.

Abundant tools should be supplied for whatever handicrafts are taught, whether mattress-making, cane-seating, broom-making, carpet-weaving or other trades, which local surroundings will justify. Of sewing and knitting machines there should be

a number sufficient to afford instruction to all who can learn. In every home there is or ought to be a sewing machine, and every female pupil who can, ought to learn how to use it. The knitting machine is desirable for its educational if for no other use. But the likelihood that a good worker on the knitting machine, will earn in whole or in part, a living thereby especially in cities and large towns, is as strong as that a brush or broom maker will.

6th. The next requirement is, one executive head, and an efficient corps of officers and teachers.

There are very few positions the duties of which are so varied, and which require a practical knowledge of so many subjects as this. The Superintendent should be familiar with business methods and book accounts, and should be an organizer, teacher and disciplinarian. He should know enough of household matters, heating, ventilation and drainage, and of the mechanical arts to enable him to promote the health and comfort of the inmates and protect the material interests of the establishment; and one who assumes this position ought diligently to labor to qualify himself for the intelligent supervision of every department. He will ever bear in mind the fact that the institution was organized for the purposes of education, and, while suitably providing for the subsistence and comfort of all, will strive to secure such an apportionment of the expense as will, in the greatest degree, give effect to the original purpose. He will plan the work, and assign the duties of officers, teachers and pupils in each department, will prescribe exact and business-like methods, and see that they are observed. He will systematize and unify the work in all departments, maintain a true balance between them, and secure unity, stability and harmony of design and effort.

In regard to the other administrative duties, it may be said that great care and good judgment are essential to their proper performance. The work should be done in proper manner and time, books, accounts and records accurately kept, and all articles and supplies scrupulously issued and used, and waste

reason why he may not acquire this subject, nor will it explain inadequate results.

But some will say (though under the breath) "But this is too hard for me; it involves too much work; it taxes me too much. I do not like such work, and I do not think it at all necessary. We always got along well enough without this system and all this distressing toil. I don't want to know about it or teach it, and if I am obliged to, I will let my class know, by my manner at least, that I have a very poor opinion of it, and they will soon have such a dislike for it that it will finally be dropped."

These are not the words of the true teacher, but they express the feelings of too many who claim to be qualified for teaching, and who unhesitatingly undertake to perform a teacher's tasks. Of such it may be said that they should seek some more agreeable employment for which they are better fitted, and in which idleness, inertness, inaptitude, indifference and a love of ease and self rather than of work are not so intolerable and hurtful as in a School for the Blind.

But it is not enough that the pupil is taught how to construct the signs, their names, and the rules for their use. Musical signs, whether of the Staff or Point notations, *mean* something. They convey ideas to the player, which he is to express in performance. Hence, in addition to Signs, Names and Rules, the pupil should know the import of this language and how to express it. This important part of the subject should be illustrated at the piano. The knowledge of the pupil will be tested by requiring him to bring in and play original examples, all of which should be of the simplest possible form. This work has a direct bearing upon the technical studies of the pupil, and will greatly facilitate his progress in that branch.

When the whole subject shall have been thoroughly mastered and the pupils have become proficient readers, the teacher will then train them in *memorizing* from finger-reading—first, simple, then more difficult music, beginning with one bar and continuing until several bars can be quickly learned and cor-

rectly played. By this means teachers will be enabled to utilize the music which has been printed in the Point System, and which is already of great value.

Finally the class will be provided with Point Print Tablets, and will begin writing. Directions should be given in regard to placing the paper and holding the stylus. No more force should be exerted than is needful in making the points, and this is trifling. If this is observed the writing will be more rapid and easy, and the tablets will last much longer.

Practice making one, two, three and four points in each line, to acquaint the pupil with the use of his tools. Then, taking the signs in the order given in the key, let each one be made several times until any given sign or group of signs can be made rapidly at dictation. This accomplished, proceed to write examples, then pieces.

The written paper should be marked so that the writer may be known, and each pupil will pass his paper to the next, and the reading will begin, no pupil reading his own paper. As each reads aloud in turn, the others will mention any differences which they observe, while the teacher makes careful comparison with the text. When a mistake is found in any paper it is marked. When the piece is finished the correct pieces may be used in the school and the others laid aside.

I have thus given a general outline of the course to be pursued. But, it is asked, how long will it take, and what will be the results? To this I can best reply by a brief statement of facts. During the last school year two large classes began and thoroughly completed the entire subject, attaining great proficiency in both reading and writing. Another class began the subject and went as far as the writing stage very thoroughly, and this year have completed a full review, and are now writing, with the prospect of finishing the subject in a short time. Of the classes organized the present school year, one has completed eight chapters mentally, with a thorough review and much work in constructing original examples, and has twice read Kohler op. 190. The second is in the sixth chapter, with-

## EMBOSSSED BOOKS.

The State of Kentucky has erected a substantial and commodious building for "The American Printing House for the Blind." It is furnished with every needful appliance, and is a noble contribution to the educational welfare of the blind and institutions for the blind everywhere.

Under the efficient direction of Mr. B. B. Huntoon some new and valuable processes have been invented which cheapen and facilitate the printing. The benefits of the congressional grant and of the American Printing House for the Blind are shared by all the institutions. A number of works have already been issued, which will be largely increased during the coming year. The publications are not confined to literary works, but include musical compositions.

The difficult and laborious task of selecting the music thus far printed seems to have fallen in large measure upon me, and while I regret that I am not better qualified, still I have done what I could, and most gladly, knowing that in no other way could the interests of our pupils be more surely promoted. In this work I have been guided by what seemed to be the greatest present need of this and other schools, viz.:

1st. Some short and very simple exercises or pieces for very young pupils.

2d. Some selections to be known as studies (whether so designated by the author or not), which should illustrate the principal elements of practice, such as the scale, arpeggio, legato, trill, etc.

3d. A selection of short pieces of various styles suited to the understanding of the pupils generally, and which should serve to develop musical feeling, correct taste and skill in playing.

4th. A selection of well known and standard hymn tunes for use at the organ.

Additions are being made to the list, which will eventually include a wide range of voice, piano and organ music.

The intention has been to provide a good selection adapted to young people. The catalogue (which is appended) now comprises upwards of 140 pieces and studies, and eighty hymn tunes in all meters. Each piece, from whatever work, is printed separately.

The music when in the library, is arranged in folios, each being numbered, and the contents indicated on the outside, and each of which contains a proper number of copies of each piece, so that several may be in use at the same time by different pupils. Every pupil is supplied with a suitable folio, which is needed for the care of the music.

Thus with the system of musical notation well learned, and with the facilities at hand as above indicated, we accomplish several important results.

1st. The quantity of work done is largely increased.

2d. Teachers are released, to a great extent, from the dull dictation method in which every note and item of information is given by word of mouth, while the pupils are enabled to study lessons intelligently by themselves, either at or away from the instrument.

3d. It furnishes the pupil with a good stock of "teaching" pieces, which will be available to him when he begins to teach.

An appropriation was made by your board during the past year for the publication of some books in the Point letter. The first book selected was entitled "The Great German Composers." It has been printed in an excellent manner by the American Printing House for the Blind. This is one of the most interesting and valuable additions yet made to the literature of the blind.

The Society for Publishing Religious Literature for the Blind has issued "The Dairyman's Daughter," and has Bunyan's Pilgrim's Progress in press at the American Printing House. The publications will be distributed gratuitously to the blind throughout the United States. This most excellent object, commends the Society to the favor of the benevolent everywhere.



The past year has been marked by an advance in respect to methods and results. In general the officers and teachers have performed their appointed tasks with ability and often with a desire not only to render their respective departments pre-eminent for efficiency, but at the same time to promote the unity and welfare of the whole. The pupils have shown much interest in their studies, and the conduct and progress of nearly all have been commendable.

Annexed hereto is a statement of the Manufacturing Department.

All of which is respectfully submitted.

WM. B. WAIT, *Superintendent.*

*New York, November 30, 1883.*

## COURSE OF INSTRUCTION.

---

### LITERARY DEPARTMENT.

#### KINDERGARTEN.

SUB-PRIMARY GRADE.—Reading, Spelling, Tables.

PRIMARY GRADE.—Reading, Spelling, Arithmetic.

INTERMEDIATE GRADE.—Reading, Spelling, Geography, with dissected Maps, English History, Object Lessons.

SUB-JUNIOR GRADE.—Reading, Spelling, Geography, with Maps, American History, Point Writing and Composition.

JUNIOR GRADE.—Reading, Spelling, Script Writing, Geography, with dissected Maps, Planisphere, Globe, Grammar, History, Composition.

SUB-SENIOR GRADE.—Arithmetic, Grammar, History, Geography, Physiology with Apparatus, Rhetoric, Composition.

SENIOR GRADE.—Algebra, Geometry, Logic, Mental and Moral Philosophy, Science of Government, Rhetoric, Composition, Natural Philosophy.

### MUSIC DEPARTMENT.

ELEMENTARY CLASSES.—Singing by Interval, and Rudiments.

ADVANCED CLASSES.—Voice Culture, Chorus Singing, Piano and Organ Playing, Harmony, Theory and Practice of Teaching, Staff and New York Point Systems of Musical Notation, Piano-tuning.

### INDUSTRIAL DEPARTMENT.

The male pupils are taught cane-seating and mattress-making, and, with aid of models, are practiced in performing such manipulations of the piano action and strings as are incident to the art of piano-tuning. The female pupils are taught sewing and knitting by hand and by machines, embroidery, crocheting, weaving cord laces, and such manipulation of needle, thread, worsted, etc., as are used in producing useful and ornamental articles.

### PHYSICAL TRAINING.

Class exercises in walking, marching, free gymnastics, and exercises with dumb-bells, rings and wands.

*Dr.* THE MANUFACTURING DEPARTMENT, IN ACCOUNT WITH THE NEW YORK INSTITUTION FOR THE BLIND, *Cr.*  
FOR THE YEAR ENDING SEPTEMBER 30, 1883.

To Raw Material and Stock on hand September 30, 1882.....	\$290 32
" Material bought during the year .....	1,638 96
" Salaries and Wages for the year—	
Boys' Shop Account.....	\$218 61
Employees.....	1,223 26—1,441 87
" Debits payable Salaries and Wages.....	127 33
" " Raw Material.....	2 35
Balance .....	\$3,500 83
	20 87
	<u>\$3,521 70</u>

By Proceeds from Manufacturing Department.....	\$2,614 07
" Debits Receivable .....	668 99
" Raw Material and Manufactured Stock on hand—	
Mattress Shop.....	110 93
Cane Shop.....	67 71
	<u>\$3,521 70</u>

## CATALOGUE OF MUSIC IN EMBOSSED POINT PRINT.

## SCALE STUDIES. BOOK I.

Al. Schmidt,	op. 16.	Nos. 3, 4.	Berens,	op. 61.	No. 1.
Duvernoy,	op. 176.	Nos. 1, 13, 14, 21.	Le Couppey,	op. 26.	Nos. 1, 2.
Doring,	op. 8.	Nos. 9, 10.	Kohler,	op. 115.	Nos. 1, 2.
Bertini,	op. 29.	No. 23.	Lemoine,	op. 37.	No. 24.

## ARPEGGIO STUDIES. BOOK I.

Czerny,	op. 599.	Nos. 84, 87, 90, 94, 100.	Duvernoy,	op. 120.	Nos. 4, 7, 8.
Kohler,	op. 115.	Nos. 9, 10.	Czerny,	op. 636.	No. 7.

## TRIPLET STUDIES. BOOK I.

Lemoine,	op. 37.	Nos. 8, 16.	St. Heller,	op. 45.	Nos. 23, 24.
Krause,	op. 2.	No. 2.	Kohler,	op. 167.	Nos. 1, 2, 6, 8.
Bertini,	op. 100.	No. 7.	Kohler,	op. 175.	No. 8.

## LEGATO STUDIES. BOOK I.

Kohler,	op. 151.	Nos. 7, 8, 9, 10.	Doring,	op. 8.	No. 11.
Kohler,	op. 175.	Nos. 1, 3, 6.	Spindler,	op. 58.	No. 1.
Bertini,	op. 100.	No. 12.			

## VELOCITY STUDIES. BOOK I.

Berens,	op. 3.	No. 6.	Mendelssohn,	op. 72.	No. 5.
Le Couppey,	op. 26.	No. 12.	Heller,	op. 47.	Nos. 12, 18.
Czerny,	op. 636.	Nos. 20, 21.	Doring,	op. 8.	No. 8.
Czerny,	Etudes de la Velocity. No. 11.				

## TRILL STUDIES. BOOK I.

Kohler,	op. 151.	Nos. 1, 2.	A. Krause,	op. 2.	Nos. 1, 3.
L. Rohr,	op. 24.	Nos. 1, 2, 3, 4, 5.			

## PIANO PIECES.

Schumann's Album, op. 68. 43 Pieces.

T. Giese, op. 293. Six melodious pieces.

No. 1.	Tarantelle.	No. 4.	Die Beiden Fischerknaben
" 2.	Kinderkränzchen (Children's Feast).		(The Two Fisher Boys).
" 3.	Grossmütterchen singt (Grand-	" 5.	Gavotte.
	mother's Song).	" 6.	Trauermarsch (Funeral March).

Jos. Rummel. Les Allegresses Infantines. Six easy pieces.

No. 1.	Valse.	No. 2.	Polka.	No. 3.	Polka-Mazurka.	No. 4.	Tyrolienne.
		No. 5.	Galop.	No. 6.	Schottisch.		

L. Kohler, op. 190. Easy and instructive pieces.

CORN. GURLITT. Aus der Kinderwelt (from the Child-World). Op. 74. Twenty pleasing character pieces.

- |                               |  |
|-------------------------------|--|
| No. 1. Morning Song.          | No. 11. The Doll's Dance.                      |
| " 2. The Friendless Child.    | " 12. Under the Linden Tree.                   |
| " 3. Cradle Song.             | " 13. The Sick Little Brother.                 |
| " 4. In School.               | " 14. In the Garden.                           |
| " 5. Slumber Song.            | " 15. The Snow Man.                            |
| " 6. Santa Claus Song.        | " 16. A Winter Day.                            |
| " 7. Christmas.               | " 17. The Ring Dance.                          |
| " 8. Merry Company.           | " 18. Sorrowful Hour.                          |
| " 9. The Tin Soldier's March. | " 19. Evening Prayer (Prelude and Choral.)     |
| " 10. The Bold Rider.         | " 20. The Gentle Child and the Little Ruffian. |

## II. LICHNER. Twelve Characteristic Pieces.

- |                         |                        |
|-------------------------|------------------------|
| No. 1. Entreaty.        | No. 7. Elegy.          |
| " 2. Contemplation.     | " 8. Scherzo.          |
| " 3. Longing.           | " 9. Polonaise.        |
| " 4. After School.      | " 10. Rondo.           |
| " 5. To the Playground. | " 11. Italian Romance. |
| " 6. Solitude.          | " 12. Aria.            |

## F. BAUMFELDER. Op. 270.

### No. 1. (Sandmännchen Klopft). Sandman Knocks.

To render this title and piece more intelligible, the following lines by F. E. Weatherly will be published with the music.—W. B. W.

When the boys are growing weary,  
And the twilight gathers in;  
When the nursery still re-echoes  
To the children's merry din.  
Then unheard, unseen, unnoticed,  
Comes an old man up the stair,  
Lightly to the children passes,  
Lays his hand upon their hair.  
Softly smiles the good old dust-man,  
In their eyes the dust he throws  
'Till their little heads are falling  
And their merry eyes must close.  
Then the dust-man very gently  
Takes each little dimpled hand,  
Leads them through the sweet, green forests,  
Far away, in slumber land.

No. 2. The Stork has Come.

" 3. The Old Ruin.

" 4. The Vintage.

No. 5. The Young Officer.

" 6. The Music Box.

" 7. The Setting Sun.

No. 8. Grandma's Tale.

F. SPINDLE. Op. 44. Twelve songs without words.

F. BURGMULLER. Op. 100. Twenty-five progressive studies. (In preparation).

## HYMN TUNES.

*Long Meter.*

Creation,	Loving Kindness,	Old 100th,	Uxbridge,
Duke Street,	Leyden,	Park Street,	Windham,
Germany,	Luther,	Rothwell,	Ward.
Hamburg,	Missionary Chant,	Rockingham,	
Harmony Grove,	Migdol,	Solid Roek,	
Hebron,	Mendon,	Tallis Evening Hymn,	

*Common Meter.*

Antioch,	Colchester,	Geer,	St. Ann's,
Arlington,	Clarendon,	Manoah,	Varina,
Azmon,	Coronation,	Marlow,	Woodstock,
Balerna,	Cowper,	Mear,	Warwick,
Bemerton,	Dundee,	Noel.	Woodland.
Christmas,	Downs,	St. Martyns,	

*Short Meter.*

Boylston,	Gorton,	Newark,	Thornton.
Carlisle,	Haydn,	Olney,	St. Thomas,
Comber,	Handel,	Olmütz,	Silver St.
Cranbrook,	Laban,	Shirland,	Whithington,
Dennis,	Leighton,	State St.	

---

L. P. M. Nashville. C. P. M. Meribah. 7s and 6s.—Amsterdam. Missionary  
H. M. Lenox. Hymn. Jerusalem the Golden. Webb.  
6s and 4s.—America. Italian Hymn. 8s and 7s.—Autumn. Harwell. Faben.  
Olivet. Sicily.  
6s and 5s.—Morning. 11s.—Portuguese Hymn.  
7s.—Pleyel's Hymn. Solitude. 12s.—Scotland.

# LIST OF PUPILS.

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## MALES.

BELFORD, THOMAS  
BEECHER, FRANCIS J.  
BURNS, ROBERT  
BROOKS, SAMUEL  
BURKE, JAMES  
BLISS, JOHN  
BARTENS, CHARLES W.  
BLOXUM, FREDERICK  
BAUGH, FRANCIS A.  
BAUMANN, HENRY C.  
BAXTER, WILLIAM E.  
BERGSTRAM, CHARLES A.  
BLISS, PETER  
BAKER, JOHN T.  
BARRELLE, EDWIN T.  
BELL, HENRY P. F.  
BRINK, CLAIR  
BODMAN, CHARLES  
BROWN, LYMAN P.

COSTELLO, THOMAS  
COWAN, JOHN  
CONNOR, JAMES  
CANNON, PERCY W.  
CURTIS, JOSEPH

DA BEAR, SOLOMON  
DONNELLY, HUGH  
DONOHUE, EDWARD J.  
DUNN, JOHN  
DUNN, JAMES LUKE  
DEITZ, WILLIAM  
DEITZ, DANIEL  
DIEFFENBACH, RUDOLPH  
DEUSSING, REINHARDT

EICHBERG, HERMANN

FRICKE, JOHN  
FISCHER, OTTO C.  
FIRTH, OBED A.

GROWNY, JAMES  
GARY, JOHN  
GORSE, WILLIAM R.  
GAVIN, DANIEL

GREEN, HARRY  
GEBERT, CHARLES  
GILDAY, PATRICK H.  
GROSS, FRANK

HUGHES, EDWARD  
HAHN, JOSEPH  
HARRING, PATRICK  
HURLEY, JOHN  
HACKETT, STEPHEN  
HETNER, GEORGE W.  
HALEY, WALTER J. C.  
HARRING, WILLIAM R.  
HOAGLAND, ALVAH W.

KLEIN, ALFRED  
KAUFMANN, GUSTAVUS J.  
KUHN, JOSEPH E.  
KULLMAN, LEON

LUBBIN, CHARLES A.  
LARKIN, WALLACE  
LUCAS, JOHN F.  
LYONS, CHARLES V.  
LINDNER, JACOB  
LYNCH, J. FRANCIS

McGUIRE, JOSEPH  
MURPHY, GEORGE  
MULLINS, WILLIAM H.  
MAHONY, JAMES  
MUSLER, JOHN  
McGHAN, PETER  
McKILLOP, JOHN T.  
MAYER, MARK  
MARTIN, BENJAMIN  
MANN, EDWARD L.  
MALONEY, MICHAEL  
McCORMICK, JOHN  
McKEVITT, JOSEPH  
McMANUS, PHILIP  
McKENNA, WILLIAM  
McBRIDE, JOSEPH  
McCOY, THOMAS  
MORRISSEY, GEORGE

NICHOLS, JOHN W.  
NEWMAN, WILLIAM

OSTRANDER, HARRY G.  
O'KANE, SIMON  
O'DWYER, GEORGE  
O'KEEFE, AUGUSTUS V.  
O'DONNELL, THOMAS B.  
O'NEILL, JOSEPH A.  
OPPENHEIMER, MAYER

PAYNE, CHARLES  
PHILLIPS, WILLIAM H.  
PREISS, FREDERICK  
PEARSON, PHILIP

RINN, TERRENCE P.  
REILLY, MICHAEL  
REGNER, WILLIAM  
ROWE, LESLIE  
REILLEY, JOSEPH  
REYNOLDS, JOHN  
ROHRMAN, FREDERICK J.  
ROBINSON, WILLIAM H.

SANFORD, HENRY L.  
SKALLON, JAMES  
SATLER, JOHN  
SMITH, JOHN W.  
SCULLEY, BENJAMIN F.  
SWINT, MICHAEL  
SCHNAPEL, LOUIS  
SKRINE, WILLIAM R.  
SETZ, ALBERT H.  
SEABOLD, ROBERT S.  
SCHNAUE, WILLIAM C.

WILLOW, STEPHEN F.  
WESTBROOK, EDWARD M.  
WORTH, JOHN  
WELCH, CHARLES E.

YANOWITZ, ADOLPH

ZIMMERMAN, ADAM

---

## FEMALES

ARMOUR, ELIZABETH

BARKER, ELIZABETH B.  
BOLLARD, MARGARET  
BLISS, BARBARA  
BERGEN, CATHARINE E.  
BUTTEL, GRETCHEN  
BEREAN, ADELLA G.  
BUCKALEW, IRENE  
BAILEY, SARAH

BRAUN, MARY A.  
BEATTY, MADELINE  
BAUM, CAROLINE  
BLAGBROUGH, EMMA  
BENNET, JANE  
BRUECK, ANNA

COFFEY, MARGARET  
COLLINS, MARY  
CREAGLE, GERTRUDE M.  
CAMERON, MARGARET  
CORBETT, MARY J.  
CARY, ANNA  
CORBY, FANNY  
CLARKE, BEEYL H.  
COONEY, MARY

DALEY, MARY E.  
DIBBS, LILY E.  
DORIS, ELLEN  
DONOVAN, MARY  
DURGAN, CHLOE C.  
DONOHUE, MARIA A.  
DRUMGOOL, MARY  
DIXON, EMMA  
DOUGHERTY, JOSEPHINE

EDDY, JESSIE M.  
ENGLISH, ANNIE M.

FICHTEL, AMELIA D.  
FRANCIS, MARGARET A.  
FOLEY, ROSE ELLA  
FLYNN, MARY

GRIESHABER, ELIZABETH  
GINGER, ELIZABETH S.  
GORMAN, MARY  
GILLIS, LUCY  
GARAGHTY, EMMA  
GEPHART, MARGARET  
GRIFFIN, SARAH A.

HAVERLIN, MARCELLA  
HOHN, AMELIA  
HICKS, SARAH W.  
HENDERSON, MINNIE  
HENNESSY, MARGARET  
HOLLEY, CATHERINE F.  
HILTON, ESTHER A.  
HAYES, FRANCES H.  
HANCOCK, IDA  
HENRY, NELLIE  
HEIN, FANNIE A.  
HAFFNER, ANNIE C.  
HETZELBERGER, SOPHIA  
HONTIG, MARY A.  
HUNT, MARY



JOHNSON, DELIA M.

KREISCHER, ANNIE  
KILBURN, KATIE

LENT, JOSEPHINE  
LOCHMOND, ROSA  
LYONS, MARY  
LANTHIER, EMILY  
LEVY, MATILDA  
LEYDEN, MARGARET  
LEGGETT, CARRIE.  
LICHTENBERG, HELEN

MINER, MARY  
McMAHAN, ANNIE  
MULLANE, ELLEN  
MULHOLLAND, EMILY  
MALONE, MARY  
McDONALD, ALICE C.  
MILLER, AMELIA  
McCORMICK, MARY  
MEEHAN, REBECCA A.  
McCARTHY, BRIDGET  
MISHKA, MARY E.

NOLAN, ANN

O'NEILL, CATHERINE  
O'KEEFE, CATHERINE  
O'NEILL, MARY  
OFFERMANN, SOPHIA W.  
OLWELL, ANNIE

PARKINSON, ANNIE E.  
PFISTER, ELIZA  
PRICE, EMMA A.  
PIKE, FRANCES S.  
PURDY, SUSIE V.  
PHAIR, KATIE  
PERRY, KATE L.  
PHILIPS, EMMA P.

QUIN, ADELAIDE

REGAN, JULIA  
REED, LILLIE B.  
ROGERS, FLORA E.  
RITZER, LIZZIE

SHEA, MARGARET  
SMITH, MARY ANN  
SMITH, MARGARET A.  
SCHLOSSER, CATHERINE  
SCHAEFER, MATILDA  
STROBEL, ELLEN  
STAAB, SOPHIA  
SHEA, ANNIE  
STAFFORD, MARY  
SMITH, MARY E.  
SCHLEGEL, LIZZIE J.  
SULLIVAN, RACHEL F.  
SCHLEIERMACHER, CATHERINE  
SCHEEDY, CATHERINE  
SPELLISSY, NELLIE  
SMITH, LOUISA  
SMITH, MINNIE  
SULKIFY, BERTHA?  
STORMS, JEANNETTE,

VASSAR, MARY ANN  
VIALS, MINNIE P.

WALCH, MARGARET  
WHITE, ABIGAIL  
WILLIAMS, MARGARET  
WYATT, FREDERICA  
WRIGHT, ELEANORA  
WEBBER, ANGELINE  
WHITE, SARAH J.  
WEHNER, ELIZA

YOUNG, JANETTE E.



FORTY-NINTH  
ANNUAL REPORT OF THE MANAGERS

OF THE

NEW YORK

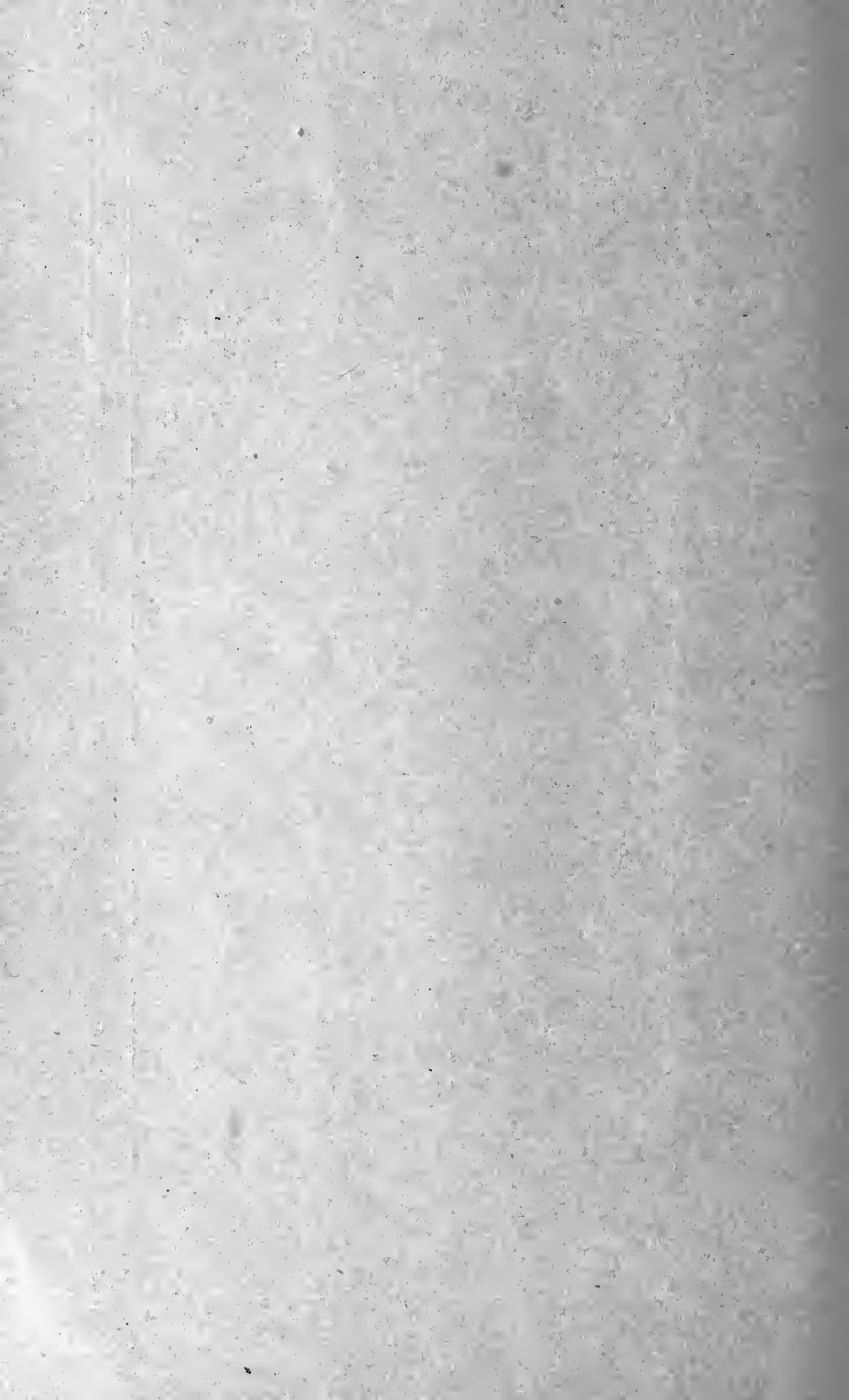
INSTITUTION FOR THE BLIND

For the Year Ending September 30, 1884.

LUX ORITUR.

" And I will bring the blind by a way that they knew not; I will lead them in paths that they have not known; I will make darkness light before them."—ISAIAH xlii, 16.

NEW YORK:  
THE BRADSTREET COMPANY,  
279 BROADWAY.



FORTY-NINTH  
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NEW YORK:  
THE BRADSTREET COMPANY,  
279 BROADWAY.

(*Extract from By-Laws.*)

TO CONSTITUTE MEMBERSHIP.

SECTION 1. Any person who has been elected a Manager at a previous annual election, or who shall have been chosen to fill a vacancy occurring during the year, shall be a member during his term of office. Any person who shall be proposed at a stated meeting of the Board of Managers for membership, shall, if elected by the Board at the next stated meeting, become a member of the Institution, and shall continue to be a member so long as he shall pay the sum of *Five* dollars annually.

SEC. 2. Any member may become a Life Member who shall have filled the office of Manager for five successive years, or who shall pay the sum of *Fifty* dollars at any one time.

SEC. 3. Any member may become a Benefactor who shall have filled the office of Manager for ten successive years, or who shall pay the sum of *One hundred* dollars at any one time.

SEC. 4. Any member may become a Patron who shall have filled the office of Manager for twenty successive years, or who shall pay the sum of *Five hundred* dollars at any one time.

# Board of Managers.

1884.

	<i>Terms of continuous service.</i>
AUGUSTUS SCHELL*	Since 1848
ROBERT S. HONE,	" 1858
D. LYDIG SUYDAM†	" 1860
THEODORUS BAILEY MYERS,	" 1863
JOHN TREAT IRVING,	" 1863
JAMES M. McLEAN,	" 1864
SMITH CLIFT,	" 1866
WILLIAM WHITEWRIGHT,	" 1866
WILLIAM C. SCHERMERHORN,	" 1866
CHARLES DE RHAM,	" 1867
FRANCIS A. STOUT,	" 1868
FRED. AUG'S SCHERMERHORN,	" 1870
PETER MARIÉ,	" 1870
FREDERICK W. RHINELANDER,	" 1874
FREDERICK SHELDON,	" 1874
CHANDLER ROBBINS,	" 1875
CHARLES E. STRONG,	" 1876
PHILIP SCHUYLER,	" 1878
TEMPLE PRIME,	" 1880
JOHN I. KANE,	" 1881
EDWARD KING, in place of Augustus Schell, deceased	" 1884

\* Died March 26, 1884.

† Died December 19, 1884.

## Officers of the Board.

---

AUGUSTUS SCHELL.....	<i>President.</i>
	Deceased, March 26th, 1884.
ROBERT S. HONE.....	<i>President.</i>
	Elected May 7th, 1884.
ROBERT S. HONE.....	<i>Vice-President.</i>
	Resigned May 7th, 1884.
D. LYDIG SUYDAM.....	<i>Vice-President.</i>
	Elected May 7th, 1884.
T. BAILEY MYERS .....	<i>Recording Secretary.</i>
	Resigned November 5th, 1884, in view of probable absence.
FRED. AUGS. SCHERMERHORN..	<i>Recording Secretary.</i>
	Elected November 5th, 1884.
WM. C. SCHERMERHORN.....	<i>Corresponding Secretary.</i>
WM. WHITEWRIGHT.....	<i>Treasurer.</i>

---

## Standing Committees.

---

### *Committee on Finance.*

JAMES M. McLEAN,	WILLIAM C. SCHERMERHORN,
	JOHN T. IRVING.

---

### *Committee on Supplies, Repairs and Improvements.*

SMITH CLIFT,	FREDERICK SHELDON,
CHARLES DE RHAM,	PHILIP SCHUYLER,
	D. LYDIG SUYDAM.

---

### *Committee on Instruction and Music.*

CHANDLER ROBBINS,	CHARLES E. STRONG,
FRANCIS A. STOUT,	JOHN I. KANE.



*Committee on Manufactures.*

F. A. SCHERMERHORN,	FREDERICK W. RHINELANDER.
PETER MARIE,	TEMPLE PRIME.

---

The President shall be *ex-officio* member of all standing committees.

The Vice-President and Treasurer shall be *ex-officio* members of the Committee on Finance.—(*By Laws.*)

---

## Officers of the Institution.

---

WILLIAM B. WAIT ..... *Superintendent.*

---

WILLIAM A. HUME, M.D. .... *Attending Physician.*

JOHN H. HINTON, M.D.,	ABRAM DUBOIS, M.D.,
<i>Consulting Surgeons.</i>	

---

### *Teachers in the Literary Department.*

MR. STEPHEN BABCOCK,	MISS C. BOOMHOUR,
MR. GEORGE A. NEIL,	MISS M. E. YOUNG,
MISS A. A. BUSH,	MISS N. BOOMHOUR,
MISS M. E. ROWELL,	MISS F. M. PRATT,
MISS L. A. ROGERS.	

---

### *Teachers in the Music Department.*

MISS H. A. BABCOCK,	MISS C. CONNELL,
MISS A. J. MAHONY,	MISS C. L. WHITE,
MISS A. G. CHAMPION.	

*Teacher in Tuning Department.*

MR. H. COFFRE.

*Teachers in the Industrial Department.*

MR. W. WATERBURY,

MR. D. MCCLINTOCK.

*Upholstress.*

MISS A. SHERIDAN.

*Fancy Work Department.*

MISS L. A. HASKELL,

MISS H. M. RODNEY,

MISS A. HAMLIN,

MISS A. COX,

MISS N. BOOMHOUR,

MISS C. TOWNSEND.

*House Department.*MR. WM. H. HARRISON, *Steward.**Matron,**Assistant Matron,*

MRS. M. ROBINSON.

MISS L. A. HASKELL.

*Juvenile Department.*

MISS A. HAMLIN,

MISS C. BOOMHOUR,

MISS C. TOWNSEND,

MISS N. BOOMHOUR.

*Reception Room and Fancy Work.*

MISS L. A. ROGERS,

MISS A. HATCHMAN,

MISS H. RODNEY.

*Extract from the Minutes.*

At a special meeting of the Board of Managers, held March 26, 1884, to consider the loss to the Institution, occasioned by the death of the President, MR. AUGUSTUS SCHELL, the following resolutions were adopted :

*Resolved*, That we, the managers of the New York Institution for the Blind, have met together to express our sincere sorrow at the great loss which this Institution has sustained by the death of our late President, MR. AUGUSTUS SCHELL.

Mr. Schell has been connected with this Institution, either as Manager, Treasurer or President, for more than thirty years, during all which time, his unremitting attention to its welfare, his simple and kindly manners, generous disposition and upright character, have won for him the warm regard of his associates ; and to his high ability, careful foresight and judicious management, this Institution is largely indebted for its present prosperity.

*Resolved*, That these resolutions be entered upon the minutes and a copy engrossed and forwarded to the family.

T. BAILEY MYERS,

*Recording Secretary.*



# REPORT.

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*To the Honorable, the Legislature of the State of New York:*

The Managers of the New York Institution for the Blind, in compliance with the provision of the act of the Legislature, respectfully submit their report for the year ending September 30, 1884.

The number of pupils instructed during the past year was 257.

The health of the pupils during that time has been excellent, as will be seen by the report of the Attending Physician, which is hereto annexed.

The report of the Superintendent for the year is also annexed.

The following statement of moneys received and expended during the year is respectfully submitted, as required by the act of the Legislature passed in 1873 :

## *Receipts.*

Cash on hand September 30th, 1883 .....	\$9,474 03
Received from General Appropriations.....	48,102 79
Received from other sources (Legacies, Counties, Manufacturing Department, &c.) .....	67,159 34
Total .....	<u>\$124,736 21</u>

## *Expenditures.*

Provisions and Supplies.....	\$17,511 24
Salaries and Wages.....	23,998 15
Clothing, Dry Goods, &c., not including Wages.....	6,667 09
Fuel.....	6,585 64
Gas.....	1,425 11

Furniture and Fixtures.....	1,290 48
Repairs and Improvements.....	4,118 72
Insurance.....	549 72
Transportation and Traveling.....	256 11
Medicine and Medical Supplies.....	70 98
Investments (Legacies) .....	42,578 72
Taxes.....	2,949 60
Other Ordinary Expenses.....	6,104 00
Total.....	<u>\$114,105 56</u>
Balance September 30, 1884.....	<u>10,630 65</u>
	<u>\$124,736 21</u>

In the report of the Treasurer, which is hereto annexed, will be found a full statement of the receipts and disbursements of the Institution for the past year.

The following is a list of the legacies and donations which have been received from time to time since its organization up to September 30, 1884.

## LEGACIES.

Miles R. Burke.....	\$2,000 00
Jane Van Cortlandt.....	300 00
Isaac Bullard.....	101 66
Elizabeth Bayley.....	100 00
John Jacob Astor.....	5,000 00
William Bean .....	500 00
Peter Gerard Stuyvesant.....	3,000 00
John Horsburgh.....	5,000 00
Elizabeth Demilt.....	5,000 00
Sarah Demilt.....	2,000 00
C. D. Betts.....	40 00
Sarah Penny .....	500 00
Sarah Bunce.....	500 00
Elizabeth Idley.....	196 00
Samuel S. Howland.....	1,000 00
William Howe.....	2,985 14
Margaret Fritz.....	100 00
James McBride .....	500 00
Charles E. Cornell.....	521 96
Charles E. Demming.....	50 00

Mrs. De Witt Clinton.....	200 00
W. Brown .....	465 00
Elizabeth Gelston.....	1,000 00
Robert J. Murray .....	500 00
Seth Grosvenor.....	10,000 00
Elijah Withington.....	100 00
Benjamin F. Butler.....	800 00
Frissel Fund.....	2,000 00
Simeon V. Sickles.....	6,561 87
Auson G. Phelps.....	5,675 68
Thomas Reilly.....	2,254 84
Elizabeth Van Tuyl .....	100 00
Thomas Eggleston.....	2,000 00
Sarah A. Riley.....	100 00
William E. Saunders.....	725 84
Thomas Eddy.....	1,027 50
Robert C. Goodhue.....	1,000 00
Jonathan C. Bartlette.....	190 00
Stephen V. Albro.....	428 57
John Penfold.....	470 00
Madam Jumel .....	5,000 00
Mrs. Steers.....	34 66
Thomas Garner.....	1,410 00
Chauncey and Henry Rose.....	5,000 00
Elizabeth Magee .....	534 00
John J. Phelps.....	2,350 00
Rebecca Elting .....	100 00
Regina Horstem .....	250 00
G. Martens.....	500 00
John Alstyne.....	10,320 44
Elizabeth and Sarah Wooley.....	5,984 83
Benjamin Nathan.....	1,000 00
Thomas M. Taylor.....	6,151 94
Simeon Abrahams.....	2,804 00
James Peter Van Horne .....	20,000 00
Caleb Swan .....	500 00
Mrs. Adeline E. Schermerhorn.....	10,000 00
Henry H. Munsel.....	3,396 32
Thomas C. Chardevoyne.....	5,000 00
William Dennistoun.....	11,892 77
William B. Astor. ....	5,000 00
Benjamin F. Wheelwright.....	1,000 00
George T. Hewlett (Executor) .....	500 00

Ephraim Holbrook.....	39,458 16
Mrs. Emma B. Corning.....	5,000 00
Eliza Mott.....	140 00
Mary M. Colby .....	595 86
D. Marley .....	1,400 00
Henry E. Robinson.....	6,000 00
M. M. Hobby.....	726 28
Eliza Mott .....	350 00
Caroline Goff.....	4,161 59
Simeon Abrahams.....	2,248 70
Catherine P. Johnson.....	530 00
Maria Hobby.....	1,187 68
Eliza Mott.....	650 00
J. L., of Liverpool, England.....	25 00
Eliza Mott.....	335 54
Daniel Marley.....	349 30
Emma Strecker.....	\$10,000 00
Interest.....	2,221 66—12,221 66
Eli Robbins.....	5,000 00
Margaret Burr.....	11,011 11
Mary Burr.....	10,611 11

Of the funds thus received there were invested at the close of the fiscal year, in United States Bonds, one hundred and eighteen thousand dollars, (\$118,000) at par value, the actual cost of which was one hundred and twenty-one thousand and ninety-six dollars and ninety-one cents, (\$121,096.91); and in New York City Stock twenty-nine thousand dollars, (\$29,000) at par value, the actual cost of which was thirty thousand seven hundred and twenty-two dollars and fifty cents (\$30,722.50). There was also invested at interest in the Union Trust Company of New York, the sum of sixty-two thousand six hundred and forty-seven dollars and seventy cents (\$62,647.70).

The balance of said fund has been charged as an investment in real estate and improvements, it having been used in erecting buildings and making necessary improvements for the comfort and convenience of the inmates of the Institution.

The Managers take pleasure in bearing testimony to the fidelity and carefulness of the Superintendent, and also to the



fidelity of the teachers and other employés under him in the discharge of their several duties.

Since the Institution was founded more than fourteen hundred pupils have been instructed, many of whom have attained creditable positions as teachers, and in other business walks of life, while nearly all have been able to earn for themselves a support, and have thus been saved from the humiliating dependence which is the usual lot of the uneducated blind.

They respectfully ask from your Honorable Body, an appropriation of two hundred and forty dollars for each pupil, being ten dollars per pupil less than was appropriated last year.

They also take this opportunity to acknowledge the aid and support which your Honorable Body has always given to this beneficent and useful Institution.

All of which is respectfully submitted.

THE NEW YORK INSTITUTION FOR THE BLIND.

ROBERT S. HONE, *President.*

FRED. AUGUSTUS SCHERMERHORN, *Secretary.*

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*City and County of New York, ss.:*

ROBERT S. HONE, of said city, being duly sworn, saith: That he is President of the New York Institution for the Blind; and that the above report, signed by him, is true, to the best of his knowledge and belief.

ROBERT S. HONE.

Sworn to before me, this 24th }  
day of December, 1884. }

HULBERT PECK,

*Notary Public, N. Y. Co.*

Dr. WM. WHITEWRIGHT, TREASURER, IN ACCOUNT WITH THE NEW YORK INSTITUTION FOR THE BLIND, Cr.

FOR THE YEAR ENDING SEPTEMBER 30, 1884.

To Cash balance September 30, 1883.....	\$9,474 08	By Cash paid for Supplies.....	\$17,582 22
" Cash received from State New York.....	48,102 79	" " Salaries and Wages.....	19,409 83
" " " State New Jersey.....	8,704 45	" " Clothing, Dry Goods, &c.....	6,667 09
" " " County New York.....	5,304 18	" " Furniture and Fixtures.....	1,290 48
" " " Kings County.....	1,271 55	" " Repairs and Improvements.....	4,118 72
" " " Suffolk County.....	36 33	" " Traveling Expenses.....	256 11
" " " Legacies.....	39,328 72	" " Legal Expenses.....	125 00
" " " Donations.....	35 00	" " Investment Fund, Union Trust Co..	42,578 72
" " " Fairs and Exhibitions.....	463 75	" " Mount Hope—Taxes.....	2,949 60
" " " Rents—Mount Hope.....	600 00	" " Croton Water.....	800 20
" " " Music and Instruction.....	255 64	" " Gas.....	1,425 11
" " " Clothing, Dry Goods, &c.....	607 71	" " Music and Instruction.....	2,347 66
" " " Sale of Manufactures.....	2,919 25	" " Insurance.....	549 72
" " " Interest.....	7,066 58	" " Manufacturing Department.....	1,640 13
" " " Supplies.....	301 68	" " Petty Account.....	1,074 51
" " " Petty Account.....	42 03	" " Mfg Depart't Salaries and Wages...	1,527 96
" " " Furniture and Fixtures.....	14 03	" " Clo., Dry Goods, &c., Sal. & Wages...	3,060 36
" " " Repairs and Improvements.....	8 44	" " Fuel.....	6,585 64
		" " Fairs and Exhibitions.....	116 50
		By Balance.....	10,630 65
			<u>\$124,736 21</u>

Examined and found to be correct,  
November 20th, 1884.

J. M. McLEAN,  
JOHN T. IRVING,  
W. C. SCHERMERHORN, } Committee.

WM. WHITEWRIGHT, Treasurer.

## Attending Physician's Report.

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*To the Board of Managers of the New York Institution for the Blind:*

GENTLEMEN—In submitting to you my annual report, it affords me great pleasure to state that for the past year the general health of the Institution has been excellent.

There has been the usual number of slight ailments, all yielding to treatment. I think it somewhat remarkable among so many inmates to have had no sickness of a serious nature during the year, and am pleased to add there are no cases of illness in the sick room at present.

Respectfully submitted,

W. A. HUME, M.D.,

December 10, 1884.

*Attending Physician.*

## Report of the Superintendent.

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*To the Board of Managers:*

GENTLEMEN—

The number of pupils, September 30th, 1883.....	210
Admitted during the year.....	47
Whole number instructed.....	257
Reductions.....	43
Number September 30th, 1884.....	214

The health of the pupils has been good, and no death has occurred.

The course of instruction is indicated in the following outline:

### KINDERGARTEN.

SUB-PRIMARY GRADE.—Reading, Spelling, Tables.

PRIMARY GRADE.—Reading, Spelling, Arithmetic.

INTERMEDIATE GRADE.—Reading, Spelling, Geography, with dissected Maps, English History, Object Lessons.

SUB-JUNIOR GRADE.—Reading, Spelling, Geography, with Maps, American History, Point Writing and Composition.

JUNIOR GRADE.—Reading, Spelling, Script Writing, Geography, with Maps, Planisphere and Globe, Grammar, History, Composition.

SUB-SENIOR GRADE.—Arithmetic, Grammar, History, Geography, Physiology with Apparatus, Rhetoric, Composition.

SENIOR GRADE.—Algebra, Geometry, Logic, Mental and Moral Philosophy, Science of Government, Rhetoric, Composition, Natural Philosophy.

### MUSIC DEPARTMENT.

ELEMENTARY CLASSES.—Singing by Interval, Rudiments and Class Singing.

ADVANCED CLASSES.—Voice Culture, Chorus Singing, Piano and Organ Playing, Harmony, Theory and Practice of Teaching, Staff and New York Point Systems of Musical Notation, Piano-tuning.

## INDUSTRIAL DEPARTMENT.

The male pupils are taught cane-seating and mattress-making, and, with aid of models, are practiced in performing such manipulations of the piano action and strings as are incident to the art of piano-tuning. The female pupils are taught sewing and knitting by hand and by machines, embroidery, crocheting, weaving cord laces, and such manipulation of needle, thread, worsted, etc., as are used in producing useful and ornamental articles. Also rug-making, viz.: by drawing in colored fabrics, to patterns on canvass, and making with colored worsteds the so-called "Smyrna" rugs.

## PHYSICAL TRAINING.

Class exercises in walking, marching, free gymnastics, and exercises with dumb-bells, rings and wands.

The objects and uses of a school for the blind and of a course of study similar to the foregoing are manifold.

It is to place blind children upon an equality with children who can see, in respect to their educational privileges. Touching this point, there can be no doubt that justice demands that blind children should everywhere be provided with ample facilities for education. The abstract right is now generally conceded, but efforts to give it practical recognition too often fail, because the means furnished are inadequate, being too often gauged by that made for those who can see—for idiots, and for deaf and dumb, whose requirements differ materially from those of the blind. The work in each department of education has its own requirements, which should be met in such manner as to make it efficient.

It is intended to accomplish the same educational ends which are sought in ordinary schools, but by means and methods widely different. The general obligations of the school, as also the characteristics and extent of a course of study suited to the wants and welfare of blind children, depend upon the altered conditions and greater limitations under which they live. They are unacquainted with the size, form, location, motion and relations of things about them, and often, in the very midst of scenes of life and animation, they are uninterested and alone.

They can take but little part in the plays and games which develop the body, sharpen the senses and stimulate the mental and moral powers into activity. The ordinary appliances, methods and places of instruction are not to any adequate extent either open to or available by the blind. Coöperation with others in business occupations is generally impracticable, while the number of pursuits which they may follow to advantage is very limited. For them an embargo has been laid upon light, and this the universal perceptive medium and vehicle of knowledge is debarred all entrance. To release blind children from the bondage of darkness, to render existence something other than a penalty or a burden, to prepare them for the discharge of those duties in the family and in society from which none who are at liberty can be released, to endow them with self-helping power and cultivate in them the disposition to exert it in useful employments; can only be accomplished through the agency of special methods and appliances, established in special places and administered by persons specially qualified and adapted to this work.

There are certain principles of social science arising from the relations of the sexes of any defective class, and these principles should be given constant expression in the teachings and vigilant application, in the administration of schools for the blind. The loss of sight or of hearing tends to establish in the mind a sense of isolation. This is largely so because of a want of knowledge as to how to maintain the old or normal relations, under the new circumstances imposed by the deprivation. This sense of isolation awakens an interest in others similarly situated, and this is generally morbid, aimless and profitless.

If an acquaintanceship is formed it is likely to be succeeded by intimacy and marriage, accompanied by a train of evils, inevitable and without remedy, and in which may be also involved, not only the immediate families, but society and posterity.

Such a course is incompatible with the welfare of the individual and of society, and should be disapproved. *So far as the blind are concerned, they should seek to establish and maintain their social as well as their business relationships with those who can see, and to avoid the tendencies and alliances before mentioned.*

Schools for the blind educate but a small portion of the entire number of blind persons, for the reason that less than 20 per cent., or one-fifth of the entire number, are under twenty years of age. The number of blind in the United States in 1880 was 48,928, of whom less than 10 in every 100 will be educated at an institution for the blind. This is a small ratio, but in the aggregate it amounts to nearly 5,000, a large majority of whom will survive the period of adolescence, and many will reach the seventh and eighth decades of life, and it is important that they should be instructed, admonished and controlled in youth, so that as matter of habit and wise choice, they will during life act in accordance with the suggestion above made.

Of the remaining 90 per cent. nearly all necessarily received their education before losing their sight, and the social ideas of many have been formed according to the usual and normal standards. Nevertheless the tendencies adverted to exist among them, and, as in the case of those who lose their sight in early years, care must be taken, that their views and companionships may not be at variance with social law and their own welfare.

Parents and friends are often ignorant of their duties in regard to this subject. Sometimes they are careless as to the companionships formed by the young people for whom they are responsible, and fail to exercise a wise discretion and control in e m matter, being apparently oblivious both to their duties and to the distressing and mortifying consequences which may ensue, consequences which, unfortunately, cannot be borne by those who are alone responsible for them, but which are imposed upon society, upon the young and inexperienced and upon the children of even the third and fourth generations.

But, whatever may be the course of others, the duty of the schools is plain.

Almost every scheme of education is designed as a preparation for the business relations of life, while the graver relations of social life are often ignored. I mention this subject as being necessarily included within the limits of school work and influence, and as one which must be considered in fixing the daily routine arrangements, and be presented as matter of instruction with due discretion. It is our duty to recognize the social topics which relate to the welfare of the blind, no less than intellectual and professional subjects, and prudently to observe them in the administration and teachings of the school.

The special work of the respective departments is outlined in the course of study. In general, the results obtained have been satisfactory. With rare exceptions, teachers, officers and pupils have manifested due appreciation of their relations, obligations and privileges, by a faithful and intelligent discharge of duty.

The annexed statement shows the operations of the Industrial Department for the year. I also annex a list of the musical works published in the Point System of Musical Notation.

## THE AMERICAN ASSOCIATION OF INSTRUCTORS OF THE BLIND.

The Association held its eighth biennial meeting at the Institution for the Blind, St. Louis, Mo., in August last. There was a good attendance of members, and much interest was manifested throughout. Several interesting papers were read, and the discussions and remarks elicited much valuable and practical information.

The Association was most hospitably entertained, and its members are under obligations to the Trustees, to the Superintendent, John T. Sibley, Mrs. Sibley, and other officers of the Institution, for their kind attention.



The Association is composed of persons directly connected with Institutions for the Education of the Blind. The object of the biennial meetings is to afford the members of the Association an opportunity for an interchange of views, and for the consideration of subjects properly relating to the work.

For place of meeting, and the incidental entertainment, we are dependent upon the courtesy of the respective Institutions. At these meetings there is a tendency to impose upon the Institution as host, as well as upon the Association, by persons who take advantage of the occasion and its hospitalities, and force themselves in, bag and baggage, to be received and entertained, yet being uninvited and, of course, unexpected. It should be understood that the Institution which extends its courtesies to the Association will entertain only those who are invited.

All of which is respectfully submitted.

WM. B. WAIT, *Superintendent.*

Dr. THE MANUFACTURING DEPARTMENT, IN ACCOUNT WITH THE NEW YORK INSTITUTION FOR THE BLIND. Cr.

FOR THE YEAR ENDING SEPTEMBER 30, 1884.

To Raw Material and Stock on hand September 30, 1883.....	\$208 64
“ Raw material Boys’ Shop Acc’ts, &c.. \$1,640 13	
“ “ “ debts payable..... 208 51	
“ Salaries and Wages Employés..... \$1,400 63	
“ “ “ debts payable.. 127 33	
	1,527 96
	<hr/>
	\$3,585 24
Balance .....	40 92
	<hr/>
	\$3,626 16

By Proceeds from Manufacturing Department.....	\$2,513 22
“ Debts Receivable .....	701 42
“ Raw Material and Manufactured Stock on hand—	
Mattress Shop.....	283 07
Cane Shop.....	128 45

## CATALOGUE OF MUSIC IN EMBOSSED POINT PRINT.

## SCALE STUDIES. BOOK I.

Al. Schmidt,	op. 16.	Nos. 3, 4.	Berens,	op. 61.	No. 1.
Duvernoy,	op. 176.	Nos. 1, 13, 14, 21.	Le Couppey,	op. 26.	Nos. 1, 2.
Doring,	op. 8.	Nos. 9, 10.	Kohler,	op. 115.	Nos. 1, 2.
Bertini,	op. 29.	No. 23.	Lemoine,	op. 37.	No. 24.

## ARPEGGIO STUDIES. BOOK I.

Czerny,	op. 599.	Nos. 84, 87, 90, 94, 100.	Duvernoy,	op. 120.	Nos. 4, 7, 8.
Kohler,	op. 115.	Nos. 9, 10.	Czerny,	op. 636.	No. 7.

## TRIPLET STUDIES. BOOK I.

Lemoine,	op. 37.	Nos. 8, 16.	St. Heller,	op. 45.	Nos. 23, 24.
Krause,	op. 2.	No. 2.	Kohler,	op. 167.	Nos. 1, 2, 6, 8.
Bertini,	op. 100.	No. 7.	Kohler,	op. 175.	No. 8.

## LEGATO STUDIES. BOOK I.

Kohler,	op. 151.	Nos. 7, 8, 9, 10.	Doring,	op. 8.	No. 11.
Kohler,	op. 175.	Nos. 1, 3, 6.	Spindler,	op. 58.	No. 1.
Bertini,	op. 100.	No. 12.			

## VELOCITY STUDIES. BOOK I.

Berens,	op. 3.	No. 6.	Mendelssohn,	op. 72.	No. 5.
Le Couppey,	op. 26.	No. 12.	Heller,	op. 47.	Nos. 12, 18.
Czerny,	op. 636.	Nos. 20, 21.	Doring,	op. 8.	No. 8.
Czerny,	Etudes de la Velocity. No. 11.				

## TRILL STUDIES. BOOK I.

Kohler,	op. 151.	Nos. 1, 2.	A. Krause,	op. 2.	Nos. 1, 3.
L. Rohr,	op. 24.	Nos. 1, 2, 3, 4, 5.			

## PIANO PIECES.

Schumann's Album, op. 68. 43 Pieces.

T. Giese, op. 293. Six melodious pieces.

No. 1.	Tarantelle.	No. 4.	Die Beiden Fischerknaben
" 2.	Kinderkränzchen (Children's Feast).		(The Two Fisher Boys).
" 3.	Grossmütterchen singt (Grand-	" 5.	Gavotte.
	mother's Song).	" 6.	Tranermarsch (Funeral March)
	Jos. Rummel. Les Allegresses Infantines. Six easy pieces.		

No. 1.	Valse.	No. 2.	Polka.	No. 3.	Polka-Mazurka.	No. 4.	Tyrolienne.
		No. 5.	Galop.	No. 6.	Schottisch.		

L. Kohler, op. 190. Easy and instructive pieces.

CORN. GURLITT. Aus der Kinderwelt (from the Child-World). Op. 74. Twenty pleasing character pieces.

- |                               |  |
|-------------------------------|--|
| No. 1. Morning Song.          | No. 11. The Doll's Dance.                      |
| " 2. The Friendless Child.    | " 12. Under the Linden Tree.                   |
| " 3. Cradle Song.             | " 13. The Sick Little Brother.                 |
| " 4. In School.               | " 14. In the Garden.                           |
| " 5. Slumber Song.            | " 15. The Snow Man.                            |
| " 6. Santa Claus Song.        | " 16. A Winter Day.                            |
| " 7. Christmas.               | " 17. The Ring Dance.                          |
| " 8. Merry Company.           | " 18. Sorrowful Hour.                          |
| " 9. The Tin Soldier's March. | " 19. Evening Prayer (Prelude and Choral.)     |
| " 10. The Bold Rider.         | " 20. The Gentle Child and the Little Ruffian. |

H. LICHNER. Twelve Characteristic Pieces.

- |                         |                        |
|-------------------------|------------------------|
| No. 1. Entreaty.        | No. 7. Elegy.          |
| " 2. Contemplation.     | " 8. Scherzo.          |
| " 3. Longing.           | " 9. Polonaise.        |
| " 4. After School.      | " 10. Rondo,           |
| " 5. To the Playground. | " 11. Italian Romance. |
| " 6. Solitude.          | " 12. Aria.            |

F. BAUMFELDER. Op. 270.

No. 1. (Sandmännchen Klopft). Sandman Knocks.

To render this title and piece more intelligible, the following lines by F. E. Weatherly will be published with the music.—W. B. W.

When the boys are growing weary,  
 And the twilight gathers in;  
 When the nursery still re-echoes  
 To the children's merry din,  
 Then unheard, unseen, unnoticed,  
 Comes an old man up the stair,  
 Lightly to the children passes,  
 Lays his hand upon their hair.  
 Softly smiles the good old dust-man,  
 In their eyes the dust he throws  
 'Till their little heads are falling  
 And their merry eyes must close.  
 Then the dust-man very gently  
 Takes each little dimpled haud,  
 Leads them through the sweet, green forests,  
 Far away, in slumber land.

- No. 2. The Stork has Come.      No. 5. The Young Officer.  
 " 3. The Old Ruin.      " 6. The Music Box.  
 " 4. The Vintage.      " 7. The Setting Sun.

No. 8. Grandma's Tale.

- F. SPINDLER.....Op. 44. Twelve songs without words.  
 F. BURGMULLER.....Op. 100. Twenty-five progressive pieces  
 F. E. KUHLAU.....Op. 20. Scutina, No. 1.  
 BEETHOVEN.....Op. 49. Scutinas, Nos. 1 and 2.

*In Preparation.*

- MENDELSSOHN.....Op. 72. Six Christmas pieces.  
 HANDEL.....Sechs leicht ausführbare Fugen.  
 Six small fugues for piano.  
 MAX PUCHAT.....Op. 1. Three Clavierstücke.  
     No. 1.....Alla Marcia.  
     No. 2.....Scherzo.  
     No. 3.....Preludio e Fugato.  
 J. S. BACH.....12 preludes.....Klavierwerke.

HYMN TUNES.

*Long Meter.*

Creation,	Loving Kindness,	Old 100th,	Uxbridge,
Duke Street,	Leyden,	Park Street,	Windham,
Germany.	Luther,	Rothwell,	Ward.
Hamburg,	Missionary Chant.	Rockingham.	
Harmony Grove,	Migdol,	Solid Rock,	
Hebron,	Mendon,	Tallis Evening Hymn.	

*Common Meter.*

Antioch,	Colchester,	Geer,	St. Ann's,
Arlington,	Clarendon,	Manoah,	Varina.
Azmou,	Coronation,	Marlow,	Woodstock,
Balerna,	Cowper,	Mear,	Warwick,
Bemerton,	Dundee,	Noel.	Woodland.
Christmas,	Downs,	St. Martyns,	

*Short Meter.*

Boylston,	Gorton,	Newark,	Thorntou.
Carlisle,	Haydn,	Olney,	St. Thomas,
Comber,	Handel,	Olmütz.	Silver St.
Cranbrook,	Laban,	Shirland,	Whithington,
Dennis,	Leighton,	State St.	

- L. P. M. Nashville. C. P. M. Meribah. 7s and 6s.—Amsterdam. Missionary  
 H. M. Lenox. Hymn. Jerusalem the Golden. Webb.  
 6s and 4s.—America. Italian Hymn. 8s and 7s.—Autumn. Harwell. Faben.  
     Olivet. Sicily.  
 6s and 5s.—Morning. 11s.—Portuguese Hymn.  
 7s.—Pleyel's Hymn. Solitude. 12s.—Scotland.

# LIST OF PUPILS.

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## MALES.

ALLEN, LOUIS

BELFORD, THOMAS  
 BURNS, ROBERT  
 BROOKS, SAMUEL  
 BURKE, JAMES  
 BLISS, JOHN  
 BARTENS, CHARLES W.  
 BLOXUM, FREDERICK  
 BAUGH, FRANCIS A.  
 BAUMANN, HENRY C.  
 BAXTER, WILLIAM E.  
 BERGSTRAM, CHARLES A.  
 BLISS, PETER  
 BAKER, JOHN T.  
 BARRELLE, EDWIN T.  
 BELL, HENRY P. F.  
 BRINK, CLAIR  
 BODMAN, CHARLES  
 BROWN, LYMAN P.  
 BABCOCK, ALBERT  
 BLADES, WALTER J. B.  
 BARNETT, JOHN  
 BAILLY, EUGENE

COSTELLO, THOMAS  
 CONNOR, JAMES  
 CANNON, PERCY W.  
 CURTIS, JOSEPH  
 CRONIN, PATRICK

DA BEAR, SOLOMON  
 DONNELLY, HUGH  
 DUNN, JOHN  
 DUNN, JAMES LUKE  
 DEITZ, WILLIAM  
 DEITZ, DANIEL  
 DIEFFENBACH, RUDOLPH  
 DEUSSING, REINHARDT  
 DIMOND, JAMES  
 DIPPOLD, ADAM  
 DOYLE, EDWARD

EICHBERG, HERMANN  
 ENNIS, JAMES

FRICKE, JOHN  
 FISCHER, OTTO C.  
 FIRTH, OBED A.  
 FRIEDMAN, SAMUEL

GROWN, JAMES  
 GARY, JOHN  
 GORSE, WILLIAM R.  
 GREEN, HARRY  
 GEBERT, CHARLES  
 GILDAY, PATRICK H.  
 GROSS, FRANK  
 GODFREY, WILLIAM

HUGHES, EDWARD  
 HAHN, JOSEPH  
 HURLEY, JOHN  
 HACKETT, STEPHEN  
 HETNER, GEORGE W.  
 HARRING, WILLIAM R.  
 HOAGLAND, ALVAH W.  
 HARMON, GEORGE  
 HANSEN, CHARLES W.  
 HAYES, THOMAS

KLEIN, ALFRED  
 KAUFMANN, GUSTAVUS J.  
 KUHN, JOSEPH E.  
 KULLMAN, LEON

LUBBIN, CHARLES A.  
 LUCAS, JOHN F.  
 LYONS, CHARLES V.  
 LINDNER, JACOB  
 LYNCH, J. FRANCIS  
 LANE, EUGENE

MURPHY, GEORGE  
 MULLINS, WILLIAM H.  
 MAHONY, JAMES  
 MUSLER, JOHN  
 McGHAN, PETER  
 McKILLOP, JOHN T.  
 MAYER, MARX  
 MARTIN, BENJAMIN  
 MANN, EDWARD L.  
 McCORMICK, JOHN  
 McKEVITT, JOSEPH

McMANUS, PHILIP  
McKENNA, WILLIAM  
McBRIDE, JOSEPH  
McCOY, THOMAS  
MORRISEY, GEORGE  
MORFORD, EBEN

NICHOLS, JOHN W.

OSTRANDER, HARRY G.  
O'KANE, SIMON  
O'DWYER, GEORGE  
O'KEEFE, AUGUSTUS V.  
O'DONNELL, THOMAS B.  
O'NEILL, JOSEPH A.  
OPPENHEIMER, MAYER

PHILLIPS, WILLIAM H.  
PREISS, FREDERICK  
PROBST, JACOB

RINN, TERRENCE P.  
REGNER, WILLIAM  
ROWE, LESLIE  
REILLEY, JOSEPH  
REYNOLDS, JOHN  
ROHRMAN, FREDERICK J.  
ROBINSON, WILLIAM H.  
REILLEY, JOHN  
ROBINSON, HARFORD K.

SANFORD, HENRY L.  
SKALLON, JAMES  
SATLER, JOHN  
SCULLEY, BENJAMIN F.  
SWINT, MICHAEL  
SCHNAPEL, LOUIS  
SKRINE, WILLIAM R.  
SETZ, ALBERT H.  
SEABOLD, ROBERT S.  
SCHNAUE, WILLIAM C.  
SCHNEIDER, WILLIAM

WILLOW, STEPHEN F.  
WORTH, JOHN  
WELCH, CHARLES E.

YANOWITZ, ADOLPH

ZIMMERMAN, ADAM

## FEMALES.

ARMOUR, ELIZABETH

BARKER, ELIZABETH B.  
BERGEN, CATHARINE E.

BUTTEL, GRETCHEN  
BEREAN, ADELLA G.  
BUCKALEW, IRENE  
BRAUN, MARY A.  
BEATTY, MADELINE  
BAUM, CAROLINE  
BLAGBROUGH, EMMA  
BENNET, JANE  
BRUECK, ANNA  
BAECHT, ALMA  
BIRTLES, MARY E.

COFFEY, MARGARET  
COLLINS, MARY  
CREAGLE, GERTRUDE M.  
CAMERON, MARGARET  
CORBETT, MARY J.  
CARY, ANNA  
CORBY, FANNY  
CLARKE, BERYL H.  
COONEY, MARY

DALEY, MARY E.  
DIBBS, LILY E.  
DORIS, ELLEN  
DONOVAN, MARY  
DRUMGOOL, MARY  
DIEDRICK, ROSA

EDDY, JESSIE M.  
ENGLISH, ANNIE M.  
ELIASON, EMMA J.

FICHTEL, AMELIA D.  
FOLEY, ROSE ELLA  
FLYNN, MARY

GRIESHABER, ELIZABETH  
GINGER, ELIZABETH S.  
GORMAN, MARY  
GILLIS, LUCY  
GARAGHTY, EMMA  
GEPHART, MARGARET  
GRIFFIN, SARAH A.  
GARDINER, GRACE  
GURRELL, ELIZABETH

HOUN, AMELIA  
HICKS, SARAH W.  
HENDERSON, MINNIE  
HENNESSY, MARGARET  
HILTON, ESTHER A.  
HAYES, FRANCES H.  
HANCOCK, IDA  
HENRY, NELLIE  
HAFFNER, ANNIE C.  
HEITZELBERGER, SOPHIA  
HONIG, MARY A.  
HUNT, MARY

HERBERT, FANNY  
HENNESSY, M. ELOISE  
HINCHMAN, DELPHINE

JOHNSON, DELIA M.

KREISCHER, ANNIE  
KILBURN, KATIE

LOCHMOND, ROSA  
LYONS, MARY  
LANTHIER, EMILY  
LEVY, MATILDA  
LEYDEN, MARGARET  
LEGGETT, CARRIE  
LICHTENBERG, HELEN  
LITTLE, MARGARET

MINER, MARY  
McMAHAN, ANNIE  
MULLANE, ELLEN  
MULHOLLAND, EMILY  
MALONE, MARY  
McDONALD, ALICE C.  
MILLER, AMELIA  
McCORMICK, MARY  
MEEHAN, REBECCA A.  
McCARTHY, BRIDGET  
MISHKA, MARY E.

NOLAN, ANN  
NORTON, CATHERINE H.

O'NEILL, CATHERINE  
O'NEILL, MARY  
OFFERMANN, SOPHIA W.  
OLWELL, ANNIE

PARKINSON, ANNIE E.  
PFISTER, ELIZA  
PRICE, EMMA A.  
PIKE, FRANCES S.  
PURDY, SUSIE V.  
PHAIR, KATIE  
PERRY, KATE L.

PHILIPS, EMMA P.  
PETERS, LOTTIE E.

QUIN, ADELAIDE

REGAN, JULIA  
REED, LILLIE B.  
RITZER, LIZZIE  
RABINO, LENA B.

SHEA, MARGARET  
SMITH, MARY ANN  
SMITH, MARGARET A.  
SCHLOSSER, CATHERINE  
SCHAEFER, MATILDA  
STAAB, SOPHIA  
SHEA, ANNIE  
STAFFORD, MARY  
SCHLEGEL, LIZZIE J.  
SULLIVAN, RACHEL F.  
SCHLEIERMACHER, CATHERINE  
SCHEEDY, CATHERINE  
SPELLISSY, NELLIE  
SMITH, LOUISA  
SMITH, MINNIE  
SULKEY, BERTHA  
STORMS, JEANNETTE,  
SULLIVAN, MARY  
SULLIVAN, MARY ANN  
SHUMAKER, LIZZIE

VASSAR, MARY ANN  
VIALS, MINNIE P.  
VANDEVOORT, GRACE

WILLIAMS, MARGARET  
WYATT, FREDERICA  
WRIGHT, ELEANORA  
WEBBER, ANGELINE  
WHITE, SARAH J.  
WEHNER, ELIZA  
WALTER, ANNIE

YOUNG, JANETTE E.  
YEOMAN, JULIA



FIFTIETH

ANNUAL REPORT OF THE MANAGERS

OF THE

NEW YORK

INSTITUTION FOR THE BLIND

For the Year Ending September 30, 1885.

LETTER

"And I will bring the blind by a way that they knew not, I will lead them by a way that they have not known: I will raise them up at the right hand of the high places." ISAIAH XLII. 7.

NEW YORK:  
THE BRADSTREET COMPANY,  
279 BROADWAY.



FIFTIETH  
ANNUAL REPORT OF THE MANAGERS  
OF THE  
NEW YORK  
INSTITUTION FOR THE BLIND

For the Year Ending September 30, 1885.

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LUX ORITUR.

"And I will bring the blind by a way that they knew not; I will lead them in paths that they have not known; I will make darkness light before them."—ISAIAH xlii, 16.

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NEW YORK:  
THE BRADSTREET COMPANY,  
279 BROADWAY.

(Extract from By-Laws.)

TO CONSTITUTE MEMBERSHIP.

SECTION 1. Any person who has been elected a Manager at a previous annual election, or who shall have been chosen to fill a vacancy occurring during the year, shall be a member during his term of office. Any person who shall be proposed at a stated meeting of the Board of Managers for membership, shall, if elected by the Board at the next stated meeting, become a member of the Institution, and shall continue to be a member so long as he shall pay the sum of *Five* dollars annually.

SEC. 2. Any member may become a Life Member who shall have filled the office of Manager for five successive years, or who shall pay the sum of *Fifty* dollars at any one time.

SEC. 3. Any member may become a Benefactor who shall have filled the office of Manager for ten successive years, or who shall pay the sum of *One hundred* dollars at any one time.

SEC. 4. Any member may become a Patron who shall have filled the office of Manager for twenty successive years, or who shall pay the sum of *Five hundred* dollars at any one time.

# Board of Managers.

1885.

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	<i>Terms of continuous service.</i>
ROBERT S. HONE, . . . . .	Since 1858
THEODORUS BAILEY MYERS, . . . . .	" 1863
JOHN TREAT IRVING, . . . . .	" 1863
JAMES M. McLEAN, . . . . .	" 1864
SMITH CLIFT, . . . . .	" 1866
WILLIAM WHITEWRIGHT, . . . . .	" 1866
WILLIAM C. SCHERMERHORN, . . . . .	" 1866
CHARLES DE RHAM, . . . . .	" 1867
FRANCIS A. STOUT, . . . . .	" 1868
FRED. AUG'S SCHERMERHORN, . . . . .	" 1870
PETER MARIÉ, . . . . .	" 1870
FREDERICK W. RHINELANDER, . . . . .	" 1874
FREDERICK SHELDON, . . . . .	" 1874
CHANDLER ROBBINS, . . . . .	" 1875
CHARLES E. STRONG, . . . . .	" 1876
PHILIP SCHUYLER, . . . . .	" 1878
TEMPLE PRIME, . . . . .	" 1880
JOHN I. KANE, . . . . .	" 1881
EDWARD KING, . . . . .	" 1884
EDWARD SCHELL, . . . . .	" 1885

## Officers of the Board.

---

ROBERT S. HONE.....*President.*  
 JAMES M. McLEAN.....*Vice-President.*  
 FRED. AUGS. SCHERMERHORN..*Recording Secretary.*  
 WM. C. SCHERMERHORN.....*Corresponding Secretary.*  
 WM. WHITEWRIGHT.....*Treasurer.*

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## Standing Committees.

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### *Committee on Finance.*

JOHN T. IRVING,                      WILLIAM C. SCHERMERHORN,  
    EDWARD KING.

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### *Committee on Supplies, Repairs and Improvements.*

SMITH CLIFT,                      FREDERICK SHELDON,  
 CHARLES DE RHAM,              PHILIP SCHUYLER,  
    EDWARD SCHELL.

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### *Committee on Instruction and Music.*

FRANCIS A. STOUT,              CHARLES E. STRONG,  
 CHANDLER ROBBINS,            JOHN I. KANE.

---

### *Committee on Manufactures.*

PETER MARIE,                      FREDERICK W. RHINELANDER,  
 T. BAILEY MYERS,              TEMPLE PRIME.

The President shall be *ex-officio* member of all standing committees.

The Vice-President and Treasurer shall be *ex-officio* members of the Committee on Finance.—(*By Laws.*)

## Officers of the Institution.

---

WILLIAM B. WAIT ..... *Superintendent.*

---

WILLIAM A. HUME, M.D. .... *Attending Physician.*

JOHN H. HINTON, M.D.,                      ABRAM DUBOIS, M.D.,  
    *Consulting Surgeons.*

---

### *Teachers in the Literary Department.*

MR. STEPHEN BABCOCK,	MISS C. BOOMHOUR,
MR. EVAN W. JONES,	MISS M. E. GUILLE,
MISS M. E. ROWELL,	MISS N. BOOMHOUR,
MISS L. L. GREENE,	MISS F. M. PRATT,
MISS L. A. ROGERS.	

---

### *Teachers in the Music Department.*

MISS H. A. BABCOCK,	MISS C. CONNELL,
MISS A. J. MAHONY,	MISS M. V. D. SEE,
MISS G. G. PORTER.	

---

### *Teacher in Tuning Department.*

MR. H. COFFRE.

---

### *Teachers in the Industrial Department.*

MR. W. WATERBURY,	MR. D. MCCLINTOCK.
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### *Upholstress.*

MISS A. SHERIDAN.

*Fancy Work Department.*

MISS L. A. HASKEILL,  
 MISS A. HAMLIN,  
 MISS N. BOOMHOUR,

MISS H. M. RODNEY,  
 MISS A. COX,  
 MISS C. TOWNSEND.

---

*House Department.*

MR. WM. H. HARRISON, *Steward.*

*Matron,*  
 MRS. M. ROBINSON.

*Assistant Matron,*  
 MISS L. A. HASKELL.

---

*Juvenile Department.*

MISS A. HAMLIN,  
 MISS C. TOWNSEND,

MISS C. BOOMHOUR,  
 MISS N. BOOMHOUR.

---

*Reception Room and Fancy Work.*

MISS L. A. ROGERS,  
 MISS A. HATCHMAN,

MISS H. RODNEY.



# REPORT.

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*To the Honorable the Legislature of the State of New York:*

The Managers of the New York Institution for the Blind, in compliance with the provisions of the act of the Legislature, respectfully submit their report for the year ending September 30, 1885.

The whole number of pupils instructed during the past year was two hundred and forty-seven (247).

In the month of May last one of the pupils, a young girl, died of consumption, as is mentioned in the report of the Attending Physician, which is hereto annexed.

The health of the rest of the pupils has been good during the past year.

The report of the Superintendent is also annexed.

The following statement of moneys received and expended during the year, is respectfully submitted, as required by the act of the Legislature passed in 1873 :

## *Receipts.*

Cash on hand September 30th, 1884 .....	\$10,630 65
Received from General Appropriations .....	49,000 65
Received from other sources (Legacies, Counties, Industrial Department, and including a transfer of \$48,875.00 for investment).....	87,531 12
Total.....	<u>\$147,162 42</u>

## *Expenditures.*

Provisions and Supplies .....	\$18,970 08
Salaries and Wages .....	24,526 23
Clothing, Dry Goods, &c., not including Wages.....	6,864 61
Fuel.....	1,058 30
Gas.....	1,356 65
Furniture and Fixtures.....	3,102 54
Repairs and Improvements.....	5,904 73

Insurance.....	549 72
Transportation and Traveling.....	247 35
Medicine and Medical Supplies.....	104 41
Investments (Legacies, including \$48,875.00 re- invested) .....	69,305 00
Taxes.....	2,925 00
Other Ordinary Expenses.....	5,779 81
	<hr/>
	\$140,694 43
Balance September 30, 1885.....	6,467 99
	<hr/>
	\$147,162 42

In the report of the Treasurer, which is hereto annexed, will be found a full statement of the receipts and disbursements of the Institution for the past year.

The following is a list of the legacies and donations, which have been received from time to time by the Institution, since its organization, and up to September 30, 1885:

#### LEGACIES.

Miles R. Burke.....	\$2,000 00
Jane Van Cortlandt.....	300 00
Isaac Bullard.....	101 66
Elizabeth Bayley.....	100 00
John Jacob Astor.....	5,000 00
William Bean .....	500 00
Peter Gerard Stuyvesant.....	3,000 00
John Horsburgh.....	5,000 00
Elizabeth Demilt.....	5,000 00
Sarah Demilt.....	2,000 00
C. D. Betts.....	40 00
Sarah Penny .....	500 00
Sarah Bunce.....	500 00
Elizabeth Idle.....	196 00
Samuel S. Howland.....	1,000 00
William Howe.....	2,985 14
Margaret Fritz.....	100 00
James McBride .....	500 00
Charles E. Cornell.....	521 96
Charles E. Demming.....	50 00
Mrs. De Witt Clinton.....	200 00
W. Brown .....	465 00

Elizabeth Gelston.....	1,000 00
Robert J. Murray.....	500 00
Seth Grosvenor.....	10,000 00
Elijah Withington.....	100 00
Benjamin F. Butler.....	800 00
Frissel Fund.....	2,000 00
Simeon V. Sickles.....	6,561 87
Anson G. Phelps.....	5,675 68
Thomas Reilly.....	2,254 84
Elizabeth Van Tuyl.....	100 00
Thomas Eggleston.....	2,000 00
Sarah A. Riley.....	100 00
William E. Saunders.....	725 84
Thomas Eddy.....	1,027 50
Robert C. Goodhue.....	1,000 00
Jonathan C. Bartlette.....	190 00
Stephen V. Albro.....	428 57
John Penfold.....	470 00
Madam Jumel.....	5,000 00
Mrs. Steers.....	34 66
Thomas Garner.....	1,410 00
Chauncey and Henry Rose.....	5,000 00
Elizabeth Magee.....	534 00
John J. Phelps.....	2,350 00
Rebecca Elting.....	100 00
Regina Horstein.....	250 00
G. Martens.....	500 00
John Alstyne.....	10,320 44
Elizabeth and Sarah Wooley.....	5,984 83
Benjamin Nathan.....	1,000 00
Thomas M. Taylor.....	6,151 94
Simeon Abrahams.....	2,804 00
James Peter Van Horne.....	20,000 00
Caleb Swan.....	500 00
Mrs. Adeline E. Schermerhorn.....	10,000 00
Henry H. Munsel.....	3,396 32
Thomas C. Chardevoyne.....	5,000 00
William Dennistoun.....	11,892 77
William B. Astor.....	5,000 00
Benjamin F. Wheelwright.....	1,000 00
George T. Hewlett (Executor).....	500 00
Ephraim Holbrook.....	39,458 16
Mrs. Emma B. Corning.....	5,000 00

Eliza Mott.....	140 00
Mary M. Colby .....	595 86
D. Marley .....	1,400 00
Henry E. Robinson.....	6,000 00
M. M. Hobby.....	726 28
Eliza Mott .....	350 00
Caroline Goff.....	4,161 59
Simeon Abrahams.....	2,248 70
Catherine P. Johnson.....	530 00
Maria Hobby.....	1,187 68
Eliza Mott.....	650 00
J. L., of Liverpool, England.....	25 00
Eliza Mott.....	335 54
Daniel Marley.....	349 30
Emma Strecker.....	\$10,000 00
Interest.....	2,221 66—12,221 66
Eli Robbins.....	5,000 00
Margaret Burr.....	11,011 11
Mary Burr.....	10,611 11
George A. Dockstader.....	50 00
Mr. Roosevelt.....	10 00
Samuel Willets, including interest.....	2,045 00
Augustus Schell.....	5,000 00

Of the funds thus received there were invested at the close of the fiscal year, in United States Bonds, one hundred and fifty-eight thousand dollars (\$158,000), at par value, the actual cost of which was one hundred and sixty-nine thousand nine hundred and seventy-one dollars and ninety-one cents (\$169,971.91); and in New York City Stock twenty nine thousand dollars (\$29,000), at par value, the actual cost of which was thirty thousand seven hundred and twenty-two dollars and fifty cents (\$30,722.50).

There was also invested at interest in the Union Trust Company of New York City, the sum of thirty-four thousand three hundred and twelve dollars and seventy cents (\$34,312.70).

The balance of said funds received has been used in erecting buildings or in making other improvements for the comfort and convenience of the inmates of the Institution.

The Managers take pleasure in expressing their high opinion of the energy and faithfulness of the Superintendent, Mr. William B. Wait, who has for more than twenty years earnestly devoted himself to the interest of the Institution and to the welfare of its pupils.

This Institution is doing a good work. Since its incorporation more than fifteen hundred pupils have been instructed, and prepared for situations as teachers or in other business walks of life; so that instead of being an incumbrance upon their families and friends, they have been able to earn a support for themselves, in whole or in part, and have thus been spared the humiliation attendant upon a life of utter dependence on others.

The Managers respectfully ask from your Honorable Body an appropriation of two hundred and fifty dollars (\$250) for each pupil, being the same amount which was appropriated last year.

They also take this opportunity to acknowledge the aid and support which your Honorable Body has always given to this very useful Institution.

All of which is respectfully submitted.

THE NEW YORK INSTITUTION FOR THE BLIND.

ROBERT S. HONE, *President*.

F. AUGUSTUS SCHERMERHORN, *Secretary*.

*City and County of New York, ss.:*

ROBERT S. HONE, of said city, being duly sworn, saith: That he is President of the New York Institution for the Blind, and that the above report, signed by him, is true, to the best of his knowledge and belief.

ROBERT S. HONE.

Sworn to before me, this 23rd }  
day of December, 1885. }

HULBERT PECK, *Notary Public, N. Y. Co.*

Dr. WM. WHITEWRIGHT, TREASURER, IN ACCOUNT WITH THE NEW YORK INSTITUTION FOR THE BLIND, Cr.

FOR THE YEAR ENDING SEPTEMBER 30, 1885.

To Cash balance September 30, 1884.....	\$10,630 65	By Cash paid for Supplies.....	\$19,074 49
" Cash received from State New York.....	49,000 65	" " Salaries and Wages.....	19,903 29
" " State New Jersey.....	8,193 13	" " Clothing, Dry Goods, &c.....	6,864 61
" " County New York.....	9,187 50	" " Furniture and Fixtures.....	3,102 54
" " Kings County.....	1,496 12	" " Repairs and Improvements.....	5,904 73
" " Suffolk County.....	40 49	" " Traveling Expenses.....	425 86
" " Legacies.....	7,045 00	" " Legal Expenses.....	175 00
" " Donations.....	25 00	" " Investment Funds.....	69,315 00
" " Fairs and Exhibitions.....	232 75	" " Mount Hope.....	2,964 00
" " Rents—Mount Hope.....	200 00	" " Croton Water.....	642 90
" " Music and Instruction.....	144 29	" " Gas.....	1,356 65
" " Clothing, Dry Goods, &c.....	464 25	" " Music and Instruction.....	1,385 64
" " Sale of Manufactures.....	3,675 56	" " Insurance.....	549 72
" " Interest.....	7,557 00	" " Manufacturing Department.....	1,560 00
" " Supplies.....	315 63	" " Petty Account.....	1,104 61
" " Petty Account.....	22 31	" " Mfg Depart't—Salaries and Wages..	1,594 60
" " Furniture and Fixtures.....	16 85	" " Clo, Dry Goods, &c.—Sal. & Wages..	3,028 34
" " Repairs and Improvements.....	11 88	" " William Whitewright, Tr., in trust..	550 05
" " Rebate on Taxes—Mount Hope.....	28 36	" " Fuel.....	1,058 30
" " Investment Fund Account.....	48,875 00	" " Fairs and Exhibitions.....	134 10
		Balance.....	\$140,694 43
			6,467 99
			<u>\$147,162 42</u>

Examined and found to be correct, }  
November 24th, 1885.

J. M. McLEAN,  
WM. C. SCHERMERHORN, } Finance Committee.  
JOHN T. IRVING,  
EDWARD KING,

## Attending Physician's Report.

---

*To the Board of Managers of the New York Institution for the blind:*

GENTLEMEN—Your Attending Physician takes pleasure in stating, that for the past year, the general health of the Institution has been excellent.

There has been but one case of a serious nature—a pupil who died of phthisis. She had been in poor health for some time; entered the sick room May 1st and died about four weeks later, her disease being due to an hereditary predisposition. Among so many inmates there naturally occurs more or less illness of a minor character, which ordinarily requires but a few days treatment in the sick room. I am pleased to state that there exists no sickness in the Institution at the date of this report.

Respectfully submitted,

W. A. HUME, M.D.,

December 3, 1885.

*Attending Physician.*

## Report of the Superintendent.

---

*To the Board of Managers:*

GENTLEMEN—

The number of pupils, September 30th, 1884, was.....	214
Admitted during the year.....	33
Whole number instructed.....	247
Reductions.....	41
Number September 30th, 1885.....	206

Reference to the health of the school during the past year is made in the report of the Attending Physician, Dr. Wm. A. Hume.

The classification and course of instruction are as follows:

### KINDERGARTEN.

SUB-PRIMARY GRADE.—Reading, Spelling, Tables.

PRIMARY GRADE.—Reading, Spelling, Arithmetic.

INTERMEDIATE GRADE.—Reading, Spelling, Geography, with dissected Maps, English History, Object Lessons.

SUB-JUNIOR GRADE.—Reading, Spelling, Geography, with Maps, American History, Point Writing and Composition.

SUB-SENIOR GRADE.—Arithmetic, Grammar, History, Geography, Physiology with Apparatus, Rhetoric, Composition.

SENIOR GRADE.—Algebra, Geometry, Logic, Mental and Moral Philosophy, Science of Government, Rhetoric, Composition, Natural Philosophy.

### MUSIC DEPARTMENT.

ELEMENTARY CLASSES.—Singing by Interval, Rudiments and Class Singing.

ADVANCED CLASSES.—Voice Culture, Chorus Singing, Piano and Organ Playing, Harmony, Theory and Practice of Teaching, Staff and Point Systems of Musical Notation, Piano-tuning.



## INDUSTRIAL DEPARTMENT.

The male pupils are taught cane-seating and mattress-making, and, with the aid of models, are practiced in performing such manipulations of the piano action and strings as are incident to the art of piano-tuning. The female pupils are taught sewing and knitting by hand and by machines, embroidery, crocheting, weaving cord laces, and such manipulations of needle, thread, worsted, etc., as are used in producing useful and ornamental articles. Also rug-making, viz. : by drawing in colored fabrics, to patterns on canvass, and making with colored worsteds the so-called "Smyrna" rugs.

## PHYSICAL TRAINING.

Class exercises in walking, marching, free gymnastics, and exercises with dumb-bells, rings and wands.

Each pupil is advanced in the course as rapidly as his ability will justify. The fitness and capacity of pupils, for the more special branches of instruction as embodied in the Music Department, are tested experimentally. The pupil should show himself to be possessed of receptive, executory and imparting powers.

These imply an intelligent mind, the sense of time, rhythm, melody and harmony, a hand naturally well formed, a good degree of co-ordination between the mind and the muscles, and the capacity for close application.

It ought also to be remarked, that the pupil should be free from habits which detract from his personal appearance. Affability in manner and courtesy in speech should be cultivated, not only for the happiness which these traits confer on the possessor and his neighbors, but for the potent influence which they exert in securing an audience, and oftentimes favor and consideration, which would be denied to an ungracious or impolite person. Bad habits and manners will render musical knowledge and attainments nugatory, and hence the possession of a good mind, a good ear, a good hand, and the fact that one might be somewhat benefited by musical training, are not the only matters to be considered in determining the fitness of a pupil for receiving the almost priceless privileges of this department. To maintain an effort to instruct those who are incapaci-

tated is not only useless, but a misapplication of time and money which might be used with great benefit in other cases.

A certain degree of comprehension of musical things, as also of aptitude in the use of the hands, must be manifested from the first lesson. But the appearance and development of teaching power necessarily belong to a somewhat advanced stage of instruction.

There is no subject which presents so many educational phases as music.

Its literature embraces a wide range of national and church history, biography and fiction. It forms the most interesting and useful part of acoustics as exhibited in the phenomena of musical sounds; explaining the construction of scales and harmonic combinations, and employing both the simple and the higher elements of mathematics in the solution of the many problems which it presents.

As a branch of physiology, it includes the structure and functions of the organs of speech and hearing.

As a branch of psychology, it investigates the relations between musical sounds, as heard in musical compositions, and the mental conditions to which they give rise.

As a branch of æsthetics, it is closely allied with poetry and oratory, as representative and emotional arts, and deals with the relations and combinations of the elements of dynamics, pitch and time, as painting and architecture do with the elements of color, form and space. It occupies a domain upon which no other art enters, in that it calls its own materials into sensible being, out of a world of imperceptible creations, and although these materials are intangible and transient, possessing none of the qualities usually ascribed to matter, and existing only during the time they are actually in use, yet objectively these materials are substantial and real, and musical works as varied, and far more powerful in their mental effects, than those of any other art. Indeed, music is the only art which on the one hand tranquilizes and subdues, or on the

other incites the feelings, stirs the impulses, and stimulates action.

As a department of pedagogies, it presents an unequaled number of subjects.

As a department of practical industry, even apart from the numerous mechanical employments to which it gives rise, it furnishes a great variety of avocations, in which the capital consists of a suitable amount of theoretical and practical knowledge, coupled with correct manners and address.

Inasmuch as music rests substantially on the hearing sense, there are no serious obstacles to the pursuit of any musical subject by such blind persons as possess a reasonable degree of aptitude; whereas, in the very nature of things, nearly all mechanical employments which involve the skilled use of tools and the manipulation and adjustment of materials are almost impracticable as matter of attainment, and quite so as a matter of individual competition.

These considerations indicate the true relations and great importance of music, in schools where young blind persons are gathered for the purposes of education.

The best hope of our pupils, the best promise of uniform success in life, in so far as music is concerned, lie in the use of their knowledge in the capacity of teachers of those who can see.

For this reason the music departments of our schools should include such subjects as will furnish knowledge and also insure thorough mental discipline. They should give instruction in the theory and practice of teaching and pursue technical development, not as the great end of musical study and practice, nor as a means of performance only, but as subject matter to be imparted in clear form and order to others.

Otherwise it is more than probable that at the end of his course the pupil, although able to play correctly and with good taste, will yet not have a well defined knowledge of the means which were employed in his own training, and be quite at a loss how to apply such means in teaching others.

Practically, to know what to teach and how to teach will be found to be much more useful than mere playing capacity.

The uses of musical training may be briefly summarized as follows:

1st. It is in all of its branches an efficient means of mental development.

2d. Vocal exercises and singing are excellent for enlarging and strengthening the respiratory organs and keeping them in healthful condition. They also serve to correct stammering and to develop good habits of speech. Singing sweetens the temper and lightens all other tasks.

3d. Music elevates the social standing, and enables its possessor to delight and make others happy.

4th. Training at the piano, within certain limits, greatly aids those who have a faculty for tuning pianos and who may pursue this art as a means for securing a livelihood.

5th. It furnishes the principal elements and methods for the cultivation of the æsthetic faculties. Bearing in mind that the blind are deprived of the use and influence of painting, drawing and architecture, as also of photographs, lithographs or other pictures, all of which play such an important part in the development of our ideas of the beautiful, whether in nature or art, it will be seen that in the education of those who cannot see, music, together with literature, must be relied upon as furnishing the chief means by which this ennobling and refining part of our educational work is to be carried on.

We give little heed to the moulding and elevating influence exerted upon us by the varied forms of grace and beauty which every day greet our eyes. They are in the flower and field, the sea and sky. They are displayed in the luxurious fittings of steamboats and palace-cars. Beautiful designs fill the store windows, adorn the wall papers and the carpets in our houses,

and beautiful pictures illuminate and illustrate our books and periodicals, while the finest specimens of the beautiful in art are collected in our museums and galleries.

So constant is our perception of order, regularity, symmetry and color in things beautiful, through the sense of sight, that we are quite unconscious of their influence upon us. At the same time, if the sense of the beautiful, so unconsciously developed, together with its fostering influence upon the mechanic arts, were to be subtracted from the present sum of human knowledge and character, it is not too much to say that mankind would, at a step, recede to the verge, if not to the prime conditions of barbarism.

This capacity and desire for the beautiful belongs to no age, class or individual, but inheres in the mental constitution of those who cannot as well as of those who can see. And by so much as they are restricted in the use of means for its development and cultivation do those means which are left to them rise in importance and value.

Hence, music should be fostered and followed in our schools, not merely as an accomplishment, nor for the gratification of the hearing sense, but as the potent means for developing and balancing the intellectual powers.

6th. Music supplies a greater number of accessible avenues of employment than any other branch which is taught in schools for the blind.

It is gratifying to know that the amount of excellent music in the Point Notation is steadily increasing. This system is destined to be the foundation of musical instruction in our schools. It is not an experiment but an accomplished fact, as shown by the large and increasing amount of literature and music already published in this system, and also by the fact that it is largely used in nearly all the schools of the country, and in some almost exclusively.

Those schools which have neglected to introduce it and to teach it regularly and thoroughly, and fail to procure a work-

ing supply of the music published can hardly fulfill their obligations to those committed to their care.

From all parts of our country I am in constant receipt of letters, from persons asking for such information and helps, as will enable them to learn how to use the system, and I have reason to know that many have mastered the system by their own efforts, unaided by such helps as the school affords.

The Literary Department must be, in every school, the foundation upon which all the other departments rest.

The general culture and discipline of an academic course are indispensable in every calling. Here again almost every subject is open to the blind, whose deprivation affects the rate rather than the quality of their attainments.

In the department of mechanics, the opportunities are greatly restricted, and the obstacles of one kind or another, which hinder the attainment and application of mechanical skill, so as to bring an adequate return for the time and capital invested, are as a general rule insurmountable.

Manual work is, however, an important factor in the educational system, especially when the condition of the pupil is such as to prevent or hinder that dextrous and nimble use of the hands and fingers, which children usually exhibit.

Hence, for both male and female pupils, such branches are desirable as will enable them to do something with their hands, within reasonable limits of expense, and without entering the field of manufacture and competitive trade.

It is impracticable to conduct this department of our schools on the basis of a manufacturing establishment, or to secure the same financial results from one as from the other.

In the establishment of schools, both in this and other countries, the expectation that this department would pay a revenue has often been entertained. Such an expectation is plainly unreasonable, inasmuch as the elements which must be present to insure such a result are wanting.

The best equipped and organized manufacturing establish-

ment that can be conceived, would speedily come to ruin, were its operations to be carried on in the dark. This department, as part of a school, must be regarded in quite another light than that of an investment for purely mercantile purposes and the earning of dividends.

But where the objects are primarily those of education and discipline, there is danger that somewhat easy-going methods may be followed, which would not be allowed when investment and profit are the prime considerations.

This should be guarded against, for the success of the educational work, no less than financial considerations, render correct business methods as essential here as in any other department or establishment.

The work of the several departments has been in general well done. The teachers and officers have been earnest and careful in the discharge of their duties, and ready to give force and effect to the administration of the Institution. With few exceptions, the pupils have shown their appreciation of the great advantages which are afforded here, by their interest and progress in study and by correct deportment.

All of which is respectfully submitted.

WM. B. WAIT, *Superintendent.*

Dr. THE INDUSTRIAL DEPARTMENT, IN ACCOUNT WITH THE NEW YORK INSTITUTION FOR THE BLIND. Cr.

YEAR ENDING SEPTEMBER 30, 1885.

To Raw Material and Stock on hand September 30, 1884.....	\$411 52	By Cash Received.....	\$3,675 56
" Raw material, Sundry Acc'ts and Bills Unpaid..	1,828 20	" Debts Receivable .....	557 68
" Salaries and Wages .....	\$1,594 60	" Raw Material and Stock on hand September 30, 1885.....	198 38
" " " debts payable..	135 66		
	1,730 26		
	\$3,969 98		
Balance.....	461 64		
	\$4,431 62		\$4,431 62



## CATALOGUE OF MUSIC IN EMBOSSED POINT PRINT.

## SCALE STUDIES. BOOK I.

Al. Schmidt,	op. 16. Nos. 3, 4.	Berens,	op. 61. No. 1.
Duvernoy,	op. 176. Nos. 1, 13, 14, 21.	Le Coupey,	op. 26. Nos. 1, 2.
Doring,	op. 8. Nos. 9, 10.	Kohler,	op. 115. Nos. 1, 2.
Bertini,	op. 29. No. 23.	Lemoine,	op. 37. No. 24.

## ARPEGGIO STUDIES. BOOK I.

Czerny,	op. 599. Nos. 84, 87, 90, 94, 100.	Duvernoy,	op. 120. Nos. 4, 7, 8.
Kohler,	op. 115. Nos. 9, 10.	Czerny,	op. 636. No. 7.

## TRIPLET STUDIES. BOOK I.

Lemoine,	op. 37. Nos. 8, 16.	St. Heller,	op. 45. Nos. 23, 24.
Krause,	op. 2. No. 2.	Kohler,	op. 167. Nos. 1, 2, 6, 8.
Bertini,	op. 100. No. 7.	Kohler,	op. 175. No. 8.

## LEGATO STUDIES. BOOK I.

Kohler,	op. 151. Nos. 7, 8, 9, 10.	Doring,	op. 8. No. 11.
Kohler,	op. 175. Nos. 1, 3, 6.	Spindler,	op. 58. No. 1.
Bertini,	op. 100. No. 12.		

## VELOCITY STUDIES. BOOK I.

Berens,	op. 3. No. 6.	Mendelssohn,	op. 72. No. 5.
Le Coupey,	op. 26. No. 12.	Heller,	op. 47. Nos. 12, 18.
Czerny,	op. 636. Nos. 20, 21.	Doring,	op. 8. No. 8.
Czerny,	Etudes de la Velocity. No. 11.		

## TRILL STUDIES. BOOK I.

Kohler,	op. 151. Nos. 1, 2.	A. Krause,	op. 2. Nos. 1, 3.
L. Rohr,	op. 24. Nos. 1, 2, 3, 4, 5.		

## PIANO PIECES.

Schumann's Album, op. 68. 43 Pieces.

T. Giese, op. 293. Six melodious pieces.

No. 1. Tarantelle.	No. 4. Die Beiden Fischerknaben.
" 2. Kinderkränzchen (Children's Feast).	(The Two Fisher Boys).
" 3. Grossmütterchen singt (Grand-mother's Song).	" 5. Gavotte.
	" 6. Trauermarsch (Funeral March)
Jos. Rummel. Les Allegresses Infantines. Six easy pieces.	

No. 1. Valse.	No. 2. Polka.	No. 3. Polka-Mazurka.	No. 4. Tyrolienne.
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L. Kohler, op. 190. Easy and instructive pieces.

CORN. GURLITT. Aus der Kinderwelt (from the Child-World). Op. 74. Twenty pleasing character pieces.

- |                               |  |
|-------------------------------|--|
| No. 1. Morning Song.          | No. 11. The Doll's Dance.                      |
| " 2. The Friendless Child.    | " 12. Under the Liuden Tree.                   |
| " 3. Cradle Song.             | " 13. The Sick Little Brother.                 |
| " 4. In School.               | " 14. In the Garden.                           |
| " 5. Slumber Song.            | " 15. The Snow Man.                            |
| " 6. Santa Claus Song.        | " 16. A Winter Day.                            |
| " 7. Christmas.               | " 17. The Ring Dance.                          |
| " 8. Merry Company.           | " 18. Sorrowful Hour.                          |
| " 9. The Tin Soldier's March. | " 19. Evening Prayer (Prelude and Choral).     |
| " 10. The Bold Rider.         | " 20. The Gentle Child and the Little Ruffian. |

H. LICHNER. Twelve Characteristic Pieces.

- |                         |                        |
|-------------------------|------------------------|
| No. 1. Entreaty.        | No. 7. Elegy.          |
| " 2. Contemplation.     | " 8. Scherzo.          |
| " 3. Longing.           | " 9. Polonaise.        |
| " 4. After School.      | " 10. Rondo.           |
| " 5. To the Playground. | " 11. Italian Romance. |
| " 6. Solitude.          | " 12. Aria.            |

F. BAUMFELDER. Op. 270.

No. 1. (Sandmännchen Klopft). Sandman Knocks.

To render this title and piece more intelligible, the following lines by F. E. Weatherly will be published with the music.—W. B. W.

When the boys are growing weary,  
 And the twilight gathers in;  
 When the nursery still re-echoes  
 To the children's merry din,  
 Then unheard, unseen, unnoticed,  
 Comes an old man up the stair,  
 Lightly to the children passes,  
 Lays his hand upon their hair.  
 Softly smiles the good old dust-man,  
 In their eyes the dust he throws  
 'Till their little heads are falling  
 And their merry eyes must close.  
 Then the dust-man very gently  
 Takes each little dimpled hand,  
 Leads them through the sweet, green forests,  
 Far away, in slumber land.

- |                            |                           |
|----------------------------|---------------------------|
| No. 2. The Stork has Come. | No. 5. The Young Officer. |
| " 3. The Old Ruin.         | " 6. The Music Box.       |
| " 4. The Vintage.          | " 7. The Setting Sun.     |

## No. 8. Grandma's Tale.

- F. SPINDLER.....Op. 44. Twelve songs without words.  
 F. BURGMULLER... ..Op. 100. Twenty-five progressive pieces.  
 F. E. KUHLAU.....Op. 20. Schatuna, No. 1.  
 BEETHOVEN.....Op. 49. Sonatinas, Nos. 1 and 2.  
 MENDELSSOHN.....Op. 72. Six Christmas pieces.  
 HANDEL.....Sechs leicht ausführbare Fugen.

## Six small fugues for piano.

- J. S. BACH-----12 preludes ..... Klavierwerke.  
 C. CZERNY.....Op. 261 101 Preparatory Lessons.

*In Preparation.*

- BEETHOVEN ..... Selections.  
 TAUNSIG-ERLICH.....Daily Studies with Explanatory Notes.  
 MENDELSSOHN.....Forty nine songs without words.  
 JOHN STAINER.....The Organ (a practical method)

# LIST OF PUPILS.

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## MALES.

ALLEN, LOUIS

BURNS, ROBERT  
 BROOKS, SAMUEL  
 BURKE, JAMES  
 BARTENS, CHARLES W.  
 BLOXUM, FREDERICK  
 BAUGH, FRANCIS A.  
 BAUMANN, HENRY C.  
 BAXTER, WILLIAM E.  
 BERGSTRAM, CHARLES A.  
 BLISS, PETER  
 BAKER, JOHN T.  
 BARRELLE, EDWIN T.  
 BELL, HENRY P. F.  
 BRINK, CLAIR  
 BODMAN, CHARLES  
 BABCOCK, ALBERT  
 BLADES, WALTER J. B.  
 BARNETT, JOHN  
 BAILLY, EUGENE  
 BOHEN, JOHN J.  
 BUCKLEY, JOHN S.  
 BURGMYER, JOHN P.

COSTELLO, THOMAS  
 CONNOR, JAMES  
 CANNON, PERCY W.  
 CURTIS, JOSEPH  
 CRONIN, PATRICK  
 CLARK, WALTER P.  
 CLINTON, JOSEPH

DA BEAR, SOLOMON  
 DISBRO, WILLIAM S.  
 DONNELLY, HUGH  
 DONOVAN, JAMES J.  
 DUNCAN, WALTER B.  
 DEITZ, WILLIAM  
 DEITZ, DANIEL  
 DIEFFENBACH, RUDOLPH  
 DEUSSING, REINHARDT  
 DIMOND, JAMES  
 DIPPOLD, ADAM  
 DOYLE, EDWARD

EICHBERG, HERMANN  
 ENNIS, JAMES

FRICKE, JOHN  
 FISCHER, OTTO C.  
 FRIEDMAN, SAMUEL  
 FLAHERTY, EDWARD  
 FORRESTER, CHARLES

GROESCH, MARTIN  
 GROWNY, JAMES  
 GARY, JOHN  
 GORSE, WILLIAM R.  
 GREEN, HARRY  
 GEBERT, CHARLES  
 GILDAY, PATRICK H.  
 GROSS, FRANK  
 GODFREY, WILLIAM

HUGHES, EDWARD  
 HAHN, JOSEPH  
 HURLEY, JOHN  
 HETNER, GEORGE W.  
 HARRING, WILLIAM R.  
 HOAGLAND, ALVAH W.  
 HARMON, GEORGE  
 HANSSEN, CHARLES W.  
 HAYES, THOMAS

JACOB, HERMAN

KELLY, LAWRENCE  
 KOCH, WILLIAM C.  
 KLEIN, ALFRED  
 KAUFMANN, GUSTAVUS J.  
 KUHN, JOSEPH E.  
 KULLMAN, LEON

LUBBIN, CHARLES A.  
 LYONS, CHARLES V.  
 LINDNER, JACOB  
 LYNCH, J. FRANCIS  
 LANE, EUGENE  
 LEAHY, THOMAS  
 LOFTUS, JOHN J.

MULLINS, WILLIAM H.  
 MUSLER, JOHN  
 McGHAN, PETER  
 MARTIN, BENJAMIN  
 McCORMICK, JOHN  
 McKEVITT, JOSEPH  
 McMANUS, PHILIP  
 McKENNA, WILLIAM  
 McBRIDE, JOSEPH  
 MORRISEY, GEORGE  
 MORFORD, EBEN  
 MURPHY, GEORGE N.  
 MAHER, PATRICK  
 MEADE, WILLIAM J.  
 MULHOLLAND, JAMES E.

NICHOLS, JOHN W.

OSTRANDER, HARRY G.  
 O'KANE, SIMON  
 O'DWYER, GEORGE  
 O'KEEFE, AUGUSTUS V.  
 O'DONNELL, THOMAS B.  
 O'NEILL, JOSEPH A.  
 OPPENHEIMER, MAYER  
 O'LEARY, TIMOTHY  
 O'BRIEN, JOHN A.

PHILLIPS, WILLIAM H.  
 PREISS, FREDERICK  
 PROBST, JACOB

RINN, TERRENCE P.  
 ROWE, LESLIE  
 REILLY, JOSEPH  
 REYNOLDS, JOHN  
 ROHRMAN, FREDERICK J.  
 ROBINSON, WILLIAM H.  
 REILLEY, JOHN  
 ROBINSON, HARFORD K.

SANFORD, HENRY L.  
 SKALLON, JAMES  
 SATLER, JOHN  
 SCULLEY, BENJAMIN F.  
 SWINT, MICHAEL  
 SCHNAPEL, LOUIS  
 SETZ, ALBERT H.  
 SEABOLD, ROBERT S.  
 SCHNAUE, WILLIAM C.  
 SCHNEIDER, WILLIAM  
 SIPP, HARRY D.

THOMPSON, WALTER  
 TSCHUDI, HENRY

WILLOW, STEPHEN F.  
 WORTH, JOHN  
 WIGMORE, JOHN

## FEMALES.

ARMOUR, ELIZABETH

BARKER, ELIZABETH B.  
 BERGEN, CATHARINE E.  
 BAHR, FLORENCE C.  
 BARRY, MARY  
 BATTEE, EVA  
 BELL, MARY E.  
 BURROUGHS, M. ROBINA  
 BUTTEL, GRETCHEN  
 BUCKALEW, IRENE  
 BRAUN, MARY A.  
 BEATTY, MADELINE  
 BAUM, CAROLINE  
 BLAGBROUGH, EMMA  
 BENNET, JANE  
 BRUECK, ANNA  
 BIRTLES, MARY E.

CREAGLE, GERTRUDE M.  
 CAMERON, MARGARET  
 CARY, ANNA  
 CORBY, FANNY  
 CLARKE, BERYL H.  
 COONEY, MARY  
 CONKLIN, JOSEPHINE

DALEY, MARY E.  
 DIBBS, LILY E.  
 DORIS, ELLEN  
 DONOVAN, MARY  
 DRUMGOOL, MARY  
 DIEDRICK, ROSA  
 DONOHUE, CATHERINE

ENGLISH, ANNIE M.  
 ELIASON, EMMA J.

FLYNN, MARY  
 FELDMER, RHODA  
 FELDMAN, A. AUGUSTA  
 FOLEY, ROSELLA

GORMAN, MARY  
 GARAGHTY, EMMA  
 GEPIART, MARGARET  
 GRIFFIN, SARAH A.  
 GARDINER, GRACE  
 GROEBER, THERESA

HOHN, AMELIA  
 HICKS, SARAH W.  
 HENDERSON, MINNIE  
 HENNESSY, MARGARET  
 HILTON, ESTHER A.  
 HAYES, FRANCES H.  
 HANCOCK, IDA

HENRY, NELLIE  
 HAFFNER, ANNIE C.  
 HEITZELBERGER, SOPHIA  
 HONIG, MARY A.  
 HUNT, MARY  
 HENRY, SOPHIA O.  
 HERBERT, FANNY  
 HENNESSY, M. ELOISE  
 HINCHMAN, DELPHINE

KREISCHER, ANNIE  
 KILBURN, KATIE  
 KRESS, MARGARET

LOCHMOND, ROSA  
 LYONS, MARY  
 LANTHIER, EMILY  
 LEVY, MATILDA  
 LEGGETT, CARRIE  
 LICHTENBERG, HELEN  
 LITTLE, MARGARET

MINER, MARY  
 McMAHAN, ANNIE  
 MULLANE, ELLEN  
 MULHOLLAND, EMILY  
 MALONE, MARY  
 McDONALD, ALICE C.  
 MILLER, AMELIA  
 McCORMICK, MARY  
 MEEHAN, REBECCA A.  
 McCARTHY, BRIDGET  
 MISHKA, MARY E.  
 MARR, ELLEN

NORTON, CATHERINE H.

OFFERMANN, SOPHIA W.  
 OLWELL, ANNIE  
 O'NEILL, MARGARET

PARKINSON, ANNIE E.  
 PFISTER, ELIZA  
 PIKE, FRANCES S.  
 PHAIR, CATHARINE  
 PERRY, KATE L.

PHILIPS, EMMA P.  
 PETERS, LOTTIE E.

REGAN, JULIA  
 REED, LILLIE B.  
 RITZER, LIZZIE  
 RABINO, LENA B.

SHEA, MARGARET  
 SMITH, MARY ANN  
 SCHLOSSER, CATHERINE  
 SCHAEFFER, MATILDA  
 SHEA, ANNIE  
 STAFFORD, MARY  
 SCHLEGEL, LIZZIE J.  
 SULLIVAN, RACHEL F.  
 SCHLEIERMACHER, CATHERINE  
 SCHEEDY, CATHERINE  
 SPELLISSY, NELLIE  
 SMITH, LOUISA  
 SMITH, MINNIE  
 STORMS, JEANNETTE  
 SULLIVAN, MARY  
 SULLIVAN, MARY ANN  
 SHUMAKER, LIZZIE  
 STRAY, ANNIE C.  
 STRUTHERS, EFFIE M.  
 SCULLIN, CAROLINE

VIALS, MINNIE P.  
 VANDEVOORT, GRACE

WILLIAMS, MARGARET  
 WYATT, FREDERICA  
 WRIGHT, ELEANORA  
 WEBBER, ANGELINE  
 WHITE, SARAH J.  
 WEHNER, ELIZA  
 WALTER, ANNIE  
 WELCH, MARY E.  
 WALSH, MARGARET

YOUNG, JANETTE E.  
 YEOMAN, JULIA  
 YORE, LORETTA M.



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FORM OF A BEQUEST

TO THE

NEW YORK INSTITUTION FOR THE BLIND.

---

I bequeath to my executors the sum of                      dollars  
in trust, to pay over the same to the person who, when the  
same shall be payable, shall act as Treasurer to the New York  
Institution for the Blind, to be applied to the uses and  
purposes of the said Institution, and under its direction.

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